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ABSTRACT

A project to identify alternative strategies for assessing the academic language of English language learners is reported. First, literature on the concept of academic language is reviewed, and then findings from classroom research are used to propose an alternative conceptualization of academic language, one which focuses on the role of stylistic register in communicating about academic tasks. Next, results of a survey of 157 English-as-a-Second-Language (ESL) educators concerning academic language and assessment are presented. Responses to five of the most salient questions are analyzed in detail; others are appended. A number of alternative assessment strategies are considered: physical demonstrations; pictorial products; K-W-L (Know-Want-Learn) charts; oral performances; portfolios; oral and written products; and teacher-made measures that complement alternative assessment. Implications of the project's findings for educators, educational practice, reform, and policy are discussed. Appendices which make up over 50% of the document contain the survey instruments, classroom data sheet, and the compiled data from all questionnaires. Contains 43 references. (MSE)

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Assessing Academic Language of English Language Learners

FINAL REPORT

by Jeff Solomon and Nancy Rhodes
National Center for Research on Cultural Diversity
and Second Language Learning

Center for Applied Linguistics
Washington, D.C.

December, 1995

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Assessing Academic Language of English Language Learners
Final Report

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Introduction

During the past decade, there has been increasing interest in techniques for assessing the academic language of English language learners (ELLs). Most instruments that are designed to assess English language proficiency do not assess academic language skills. Generally, they assess various discrete language skills and even global communicative language skills, but they are not designed to assess language skills of the sort that students need to successfully accomplish academic tasks in mainstream classrooms.

The purpose of this project is to identify alternative assessment strategies that are appropriate for the academic language proficiencies of ELLs. In doing so, we show how findings from classroom research we carried out on academic language, as well as results from a survey of teachers we conducted, provide justification for using alternative assessments for the academic language proficiencies of ELLs. We believe that implementing alternative assessment strategies with ELLs is one important means of enhancing the educational outcomes and experiences of ELLs.

In this report we begin by reviewing the literature on the concept of academic language. We then use the findings from our own classroom research to propose a model of academic language. Next, we discuss results from a survey we conducted of ESL educators on academic language and assessment. We then review several alternative assessment strategies that we believe are appropriate for the academic language proficiencies of ELLs. And

finally, in the conclusion we discuss the implications of our project for educators, educational practice, reform, and policy.

Academic Language

We turn our attention first to clarifying the concept of academic language to provide a basis for understanding what types of assesment strategies are most relevant. We begin by reviewing the literature on academic language and related research on classroom discourse. Next, we propose an alternative conceptualization of academic language. Finally, we discuss examples from classroom transcripts that illustrate our framework for academic language. This section will form the basis for our discussion of assessment below.

Research Literature on Academic Language

Two distinct hypotheses dominate the relatively small body of research literature on academic language. The first hypothesis proposes that academic language is a compilation of unique language functions and structures that are difficult for language minority students to master (Hamayan & Perlman, 1990, p. 1). O'Malley (1992, p. 177) and Pierce & O'Malley (1991, pp. 4-5) hypothesize, for example, that a handful of academic language functions are characteristic of classrooms in general: seeking information, informing, analyzing, comparing, classifying, predicting, hypothesizing, justifying, persuading, solving problems, synthesizing, and evaluating.

Other researchers have also viewed academic language in terms of a set of unique language functions and structures. For example, Spanos, Rhodes, Dale, & Crandall (1988) apply this perspective to mathematics. Basing their findings on simulated mathematics problem-solving sessions among community college algebra students, Spanos, et al. argue that syntactic features, such as comparatives ("greater than/less than"), logical connectors ("if...then," "given that"), reliance on the passive voice, and various uses of prepositions are particular to the language used in mathematics classes.

According to Spanos, et al., the semantic features of mathematics language consist of new technical vocabulary (e.g., "additive inverse," "coefficient"), ordinary vocabulary that has different meanings in math ("square," "power"), complex strings of words (e.g., "least common denominator," "negative exponent"), synonymous words and phrases (e.g., "add," "plus," and "combine" all mean addition), and various mathematical symbols and notations (1988, pp. 226-227).

The National Science Teachers Association (1991, p. 7) and Chamot & O'Malley (1986, p. 23) describe the functions of scientific academic language as formulating hypotheses, proposing alternative solutions, describing, classifying, using time and spacial relations, inferring, interpreting data, predicting, generalizing, and communicating findings. Chamot and O'Malley further note that science utilizes certain non-technical terms that have unique meanings in a scientific context (e.g., "table,"

"energy"), a scientific discourse which is characterized by a particular sequence of steps, and a heavy reliance on the use of the passive voice and long noun phrases (1986, pp. 24-25). Lemke (1990) also notes a preference for the passive voice in science.

Halliday (1989) suggests that science uses the following academic language features: interlocking definitions, technical taxonomies, special expressions, lexical density, syntactic ambiguity, grammatical metaphor, and semantic discontinuity. These features, Halliday stresses, do not occur in isolation, but do, in fact, overlap with one another, particularly in text passages.

Short (1994, p. 597) notes that students must be able to effectively use the following language functions in American history classes: explaining, describing, defining, justifying, giving examples, sequencing, comparing, and evaluating. Short writes that history texts employ a variety of syntax types, including simple past, historical present, sequence words, active voice, temporal signals, and causative signals. She points out that, while these language functions are not exclusive to American history, they do play an important role in the language learning of students.

Coelho (1982) discusses the functions of the academic language of social studies by subject area. For example, history often uses time-specific language, signalling of cause and effect, hypothesizing, generalizing, comparing and contrasting, and adopting specialized vocabulary. Chamot and O'Malley also

discuss the following features of the academic language of social studies that might be difficult for language minority students to learn: the use of unfamiliar political/cultural concepts (such as "democracy"), an expository discourse style, and textbook sentences with multiple embeddings (1986, p. 68).

In a second area of academic language research, advanced by Cummins (1981), scholars attempt to distinguish academic language from "conversational language" (what is at times referred to as Basic Interpersonal Communicative Skills, or BICS) in terms of the "contextual support available for expressing or receiving meaning" (Cummins, 1981, p. 11). Cummins, and those who have built upon his model (Chamot & O'Malley, 1987, 1986; Collier, 1987; Hamayan & Perlman, 1990; Mohan, 1989, 1986; O'Malley, 1992; Saville-Troike, 1984, 1991; Schleppegrell & Christian 1986; Spanos, et al., 1988; Pierce & O'Malley, 1992), argue that BICS is more context-embedded in nature than academic language. That is, BICS obtains meaning among those communicating through the aid of various situational and paralinguistic cues. This means that students do not have to rely exclusively on language in order to comprehend meaning; students draw on a variety of cues, such as body language, speech intonation, and sequence of events, to understand language.

In contrast, these scholars claim, academic language is context-reduced in nature, meaning that students do not have an abundance of situational and paralinguistic cues at their disposal to obtain meaning (Cummins, 1981, p. 11). This means

that students must rely, in the most extreme cases, on verbal and spoken language for comprehension. The degree that academic language is context reduced varies, however, according to context. A classroom discussion, Cummins argues, will be marked by a fair amount of situational cues, while a textbook passage requires that the reader base his or her understanding solely on the actual words he or she reads (1981, p. 12).

Cummins further distinguishes academic language according to its cognitive demands. As he explains, the less automatized a language task is, the more cognitively demanding it is (1981, p. 13). For example, "persuading other individuals that your point of view rather than theirs is correct, or writing an essay on a complex theme" are cognitively demanding tasks (1981, p. 13). Academic language is most difficult for language minority students, then, when they are required to carry out cognitively demanding tasks in context-reduced situations.

Our research, as we discuss in greater detail below, builds upon the literature on academic language in two respects. First, we emphasize the relationship between language and academic tasks. Second, as a result of our emphasis, we provide detailed transcripts of actual classroom lessons to show how students and teachers use academic language to accomplish academic tasks.

Research Literature on Classroom Discourse

Although research on classroom discourse has been concerned with turn-taking and participation patterns, rather than describing the features of academic language, it is important to

review this body of research literature because of its relevance to our research project. Mehan (1979) pioneered research in the field by demonstrating that classroom lessons are not arbitrarily structured, but are governed by unique interactional sequences he calls the Initiation-Reply-Evaluation (IRE) pattern. The initiation phase of IRE refers to a communicative act on the part of the teacher, usually in the form of a verbalized question, that sets the discourse structure in motion. Teacher questions can be addressed to individual students, segments of the class, or the class as a whole. The second phase of the sequence is comprised of a reply to the teacher's initiation by a student or group of students. In the evaluation phase of IRE the teacher indicates to the students whether the reply phase is "right" or "wrong."

Mehan provides the following examples from his research to illustrate basic IRE interactional sequences (1979, pp. 52-53):

Initiation	**Reply**	**Evaluation**
T:And whose is this?	Many:Veronica	T:Oh, a lot of people knew that one.
T:Um, whose name is this?	L:Mercedes	T:Mercedes, right.
T:Now who knows what this one says (holds up new card)? This is the long word. Who knows what this says?	A:Cafeteria.	T:Cafeteria, Audrey, good for you.

T:Um, why do you why do you think that would be better than each child carrying his own?	J:'Cause that's ah that's a job for them.	T:Yes, it would be a job.

Note that in each case the teacher begins the interactional sequence with a question. A student then offers a reply. In the third and final phase of the sequence the teacher evaluates the students' responses, thereby bringing to a close the IRE structure. While Mehan does state that there are more complex variations on the IRE structure, he notes that it is important to remember that the majority of classroom interactions are constrained by the IRE sequence.

Since Mehan's study, other scholars have advanced research in this area by suggesting that there is a relationship between various classroom discourse structures and the academic outcomes of language minority children (Au, 1980; Cazden, 1988; Macias, 1990; Michaels & Collins, 1984; Mohatt & Erickson, 1981; McCollum, 1989; Philips, 1983; Ripich & Spinelli, 1985; Trueba & Delgado-Gaitan, 1988; Tattershell & Creaghead, 1985). In what scholars have come to view as a classic ethnography in this vein, Philips (1983) explores the negative effects of mainstream classroom participation structures on the academic achievement of Warm Springs Indians in Oregon. Philips refers to the following data to demonstrate that Warm Springs Indians are less successful than Anglo students in effectively responding to and utilizing the mainstream communicative patterns of the first- and sixth-

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grade classrooms in her study (1983, pp. 95-114). Warm Springs Indians talk less than their Anglo peers during official classroom discourse structures; teachers negatively evaluate Warm Springs Indians with greater frequency than they do Anglo students; Warm Springs Indians question the meaning of teacher instructions with greater frequency; Warm Springs Indians are "reprimanded more often that non-Indian students for not paying attention" (p. 100); Warm Springs Indians appear not to listen as attentively to teachers as their Anglo peers; and "Indian students generally make less effort than Anglo students to get the floor in classroom interaction" (p. 108).

Such disparities between Warm Springs Indian and Anglo students, Philips argues, can be traced to culturally incompatible notions of communication. As Philips notes (1983, p. 115):

> For the Indian students, getting the floor in classroom encounters regulated in Anglo fashion requires them to behave in ways that run counter to expectations of socially appropriate behavior in the Warm Springs Indian community.

Warm Springs Indians, Philips points out, are socialized with the notions that "address by a speaker is more often general, rather than focused on a particular individual;" "an Indian response to what a speaker has said is not always necessary;" and "Indian speakers control the ends of their own turns" at talk (1983, p. 115). Anglo communication, Philips argues, is based on the notion that speakers exercise greater control "over the turns of others" (1983, p. 115). This Anglo ideal, embodied in a teacher who systematically determines who will speak and when, conflicts

with most of the fundamental tenets of Warm Springs communicative conventions. The manifestation of such a conflict, Philips states, is the relatively high academic failure rate of Warm Springs students.

In a more recent study, McCollum (1989) compared the lesson structures in a third-grade classroom in Puerto Rico and in Chicago. The IRE structure of the Puerto Rican classroom, she points out, is much more fluid and open-ended than the IRE of the Chicago classroom. That is, although an initiation-reply-evaluation sequence characterizes the Puerto Rican classroom, there is much more informal give and take between the students and the teacher than in the Chicago classroom. As such, McCollum explains why immigrant Puerto Rican students have difficulties adapting to the IRE discourse structure of the Chicago school. She argues that educators should take native discourse structures into account when dealing with students from cultures that use more fluid IRE sequences.

As our review of some of the classroom discourse literature indicates, researchers have demonstrated that certain interaction patterns can limit the participation of language minority students in mainstream classrooms. The strength of this research is its use of linguistic data from actual classroom lessons to support researchers' claims. What is needed to further understand language use in classrooms, however, is the study of the *quality* or *nature* of the language that students must use to be deemed successful by teachers and administrators. As

Gumperz suggests, it is important to focus on "contextualization-based, on-line, discourse-level inferencing rather than just concentrating on regularities of sequential organization across speech exchanges" (1992, p. 231). We will follow Gumperz' suggestion and focus on a variety of discourse features, rather than limiting our analysis to isolated instances of IRE sequences, when we discuss our research findings below.

An Alternative Conceptualization of Academic Language

The sociolinguistic concept that frames much of the literature on academic language that we have discussed is *register*. Halliday introduced the concept of register to account for "a variety of a language distinguished according to use," rather than one tied closely to the user (what is traditionally defined as dialect) (1964, p. 87). Simply stated, register refers to the notion that "the language we speak or write varies according to the type of situation" (Halliday 1978, pp. 31-32). According to Halliday (1978, p. 31), gaining insight into the properties of a particular register involves exploring what is taking place, who is taking part, and what part language is playing.

In Halliday's model, registers are distinct from one another according to lexical and syntactic features. That is, Halliday argues that different contexts call for different lexical and syntactic items. Halliday states:

> the crucial criteria of any given register are to be found in its grammar and its lexis. Probably lexical features are

> the most obvious. Some lexical items suffice almost by themselves to identify a certain register: "cleanse" puts us in the language of advertising, "probe" of newspapers, especially headlines, "tablespoon" of recipes or prescriptions, "neckline" of fashion reporting or dressmaking instructions (1964, p. 88).

Halliday's conceptualization of register has had a strong influence on other scholars' research on registers. For example, Biber and Hared (1992) delineated various Somali oral and written texts according to register. Doing so involved tagging "each word in a text for its grammatical category" and counting "the frequency of each feature in each text" (1992, p. 48). Biber and Hared generated the following list of linguistic features to delineate different registers: dependent clauses, main clause and verbal features, nominal features, pronouns, adjectival features, lexical classes, lexical choice, preverbal particles, reduced and interactive features, coordination, and focus constructions (1992, p. 50-51).

Other examples of Halliday's notion that registers are distinguished by lexical, syntactic, grammatical, and phonological features can be found in Hoyle's (1990) research on children's uses of "sportscasting" registers, Irvine's (1990) analysis of Wolof registers of affect and status, Snider's (1990) examination of tonal registers in the Krachi language of Ghana, and Christie's (1991) research on "pedagogical and content registers" during a classroom writing lesson.

Halliday's conceptualization of register has also influenced how scholars discuss register in introductory sociolinguistics textbooks. For example, Romaine (1994), Saville-Troike (1989),

Hudson (1980), Gregory and Carroll (1978), and Ure and Ellis (1977) all state that registers are distinguished by discrete lexical, syntactic, grammatical, and phonological features.

While Halliday's model of register is important because it focuses on relationships between context and language, data we collected from two classrooms suggest that academic language is not solely distinguished by lexis, syntax, or various other discrete linguistic features. As we show below, the teachers in our study imply that their students are to use particular styles of language to accomplish various academic tasks. These styles of language, which we will refer to as *stylistic registers*, are associated with broad, discourse-levels of language, rather than discrete, sentence-level linguistic features, as Halliday's theory asserts. That is, the teachers in our study attempt to get their students to talk in a particular style to accomplish certain academic tasks.

Various other sociolinguistic concepts, such as "speech event," "code," and "linguistic variety" also refer to broad, discourse levels of language. Unlike "stylistic register," however, these concepts generally are not conditioned by predictable contextual factors. The advantage of viewing academic language in terms of stylistic registers is that one can assume that various academic tasks (contextual factors) influence the style of language to be used.

Classroom Research

To understand how students and teachers use academic language in actual class lessons, we attended and tape recorded lessons in two fifth grade classes in a public bilingual school in Washington, D.C. during the 1993-1994 school year (see Appendix A for data gathering sheet). All of the lessons we tape recorded were in English. The teachers are Ms. Alvarado[1], who taught a pull-out English as a second language (ESL) class, and Mr. Fuentes, who taught a social studies class.

Example One

We examine first a stylistic register of academic language that we call "story retelling," from Ms. Alvarado's class. Story retelling is characterized by the teacher's insistence that students retell a story they have read in precise chronological order. As our transcript shows below, the teacher encourages students to use a specific style of language to accomplish the academic task at hand.

Acquiring this skill can be difficult for language minority students who are not accustomed to discussing written material in such a manner. The difficulty was further compounded for language minority students in this classroom because the teacher was not explicit about her academic language requirements at the onset.

---

[1] In order to maintain teachers' anonymity, we use pseudonyms in this paper.

In the example below, Ms. Alvarado asks a male Spanish-speaking student, K, to retell the beginning of a story that the class had read, *The Invisible Hunters* (1987). Confusion arises, however, when K interprets "beginning" as the beginning *portion* of the story, rather than the literal beginning of the events:

1 T:Ok, before we start reading, who can raise their hand and
2 tell us what has happened in the story so far? What
3 happened in the story so far? Tell us the story. Imagine
4 that I don't know that story. Tell me the story so far,
5 part of it. K, what happens at the beginning of the story?

6 S:Um, /?/ found his friend?

7 T:Ok, good. But can you start by saying--

8 S:I mean, he heard a voice saying, "Dar, Dar, Dar"
9 [character's name].

10 T:Ok, good. Can you go back even further? Can you tell us-

11 S:They were hunting for--

12 T:Ok, they were--

13 S*:Wari [type of animal in story].

14 T:Hold on. Who was hunting?

15 S:Three brothers.
16
17 T:Ok, three brothers were .. hunting.

Ms. Alvarado indicates to K that he is not using the correct stylistic register of academic language (line 7) by negatively evaluating his response ("Can you start by saying"), but K interrupts her in the next line in an attempt to correct himself.

His second response also proves to be an unsatisfactory starting point for retelling the story, as the teacher indicates in a more explicit manner: "Can you go back even further?" (line 10). K interrupts Ms. Alvarado once again, but this time mentions part of what she considers to be the appropriate stylistic register of academic language, the actual beginning of the story ("They were hunting"). In the remainder of the segment, Ms. Alvarado probes for more information concerning K's response ("Who was hunting?") and uses K's answer, plus the first bit of information he provides ("They were hunting"), to model a sentence that reflects an appropriate chronological retelling of the beginning of the story ("Ok, three brothers were...hunting").

Several interpretations of this interaction are possible. Observers who do not focus on academic language as an important classroom activity might conclude that K has a problem with reading comprehension, resulting perhaps from some sort of cognitive deficit, because he cannot correctly answer what *appears* to be a straightforward and simple question. When viewed from a sociolinguistic perspective, however, it becomes clear that K might not be familiar with the academic language requirements for chronological story retelling. Perhaps he needs explicit instruction regarding chronological story retelling, as well as repeated exposure to it, in order to gain proficiency in this register of academic language.

Example Two

In this example, the academic task at hand is responding to a pen-pal letter. As such, the stylistic register in the exchange below between Ms. Alvarado and R, a Latino student, is specific to the task of letter-writing. Ms. Alvarado, noticing that R has mistakenly written responses to a pen-pal letter on the actual letter instead of a clean sheet of paper, and has written in incomplete sentences, works one-on-one with him to formulate correct responses. As the transcript begins, Ms. Alvarado reads a question from the pen-pal's letter and then engages in a discussion with R about appropriate ways to respond.

T:Alright, let's see what else. "Do you have pets at home?" And you wrote what?

R:"Yes, a /?/"

T:Yes.

R:A monkey(?).

T:Ok, why don't you explain that to her.

R:I said, "Yes, a /?/"

T:So what sentence are you going to write?

R:"Yes, I do"?

T:"I do" what?

R:"I do have"..

T:Have..have what?

R:A dog.

T:Ok, you can tell her that...(S writes sentence). "I have a dog in /?/" What goes at the end? Ok, now you said you have a dog and two cats, and then you put "no dog." Do you know why you put that?

18 R:/?/

19 T:Alright, the important thing is that you understand that
20 when you're writing back to your pen pal you have to answer
21 the questions in your letter, right? Because this letter is
22 for you. You are going to keep this letter. So if you
23 write the answers on her letter, she will never know the
24 answers. Right? You have to write them on your letter.
25 Ok, what I'd like you to do now, then, is go to your final
26 copy.

In line 6 Ms. Alvarado suggests that R's response to the question of whether he has pets is not the appropriate academic language register because it is not explicit enough (*Ok, why don't you explain that to her*). In line 7 R attempts to clarify his initial response by repeating it to Ms. Alvarado, but she continues to suggest that he is not using the correct register of academic language by implying that his response must be in the form of a complete sentence (*So what sentence are you going to write?*).

R attempts on three more occasions (lines 9, 11, and 13) to respond to Ms. Alvarado's question, but in each case Ms. Alvarado notes that his responses are not explicit enough: *"I do" what?* (line 10) and *Have..have what?* (line 12). In line 14 Ms. Alvarado suggests that R should compile the information that, until this point he had related to her in piecemeal fashion, in one complete sentence: *Ok, you can tell [write] her that*. At the end of the transcript (lines 19-26), Ms. Alvarado reinforces the purpose of her discussion with R by discussing what constitutes appropriate academic language for writing letters.

As in the first example we discussed (see above), the interaction between Ms. Alvarado and R suggests that he does not have difficulty comprehending his pen-pal's letter, but, instead, is not accustomed to the particular style of language needed to respond to letters.

Example Three

In this final example, the academic task is a discussion of a filmstrip from a critical perspective, that is, "reading between the lines" of the superficial content of the filmstrip. As such, Mr. Fuentes tries to get his students to adopt a register of language that we refer to as critical discourse. The filmstrip was about the lifestyles of native peoples in regions of northern Canada and the Arctic. As the transcript begins, Mr. Fuentes explains his reaction to the filmstrip and then poses a question to the class.

T:Now, the narrator, in my opinion, painted this thing a little bit more neutrally than I believe a lot of this stuff really happens. When he begins to say that many people now choose to live in settlements [oil company sponsored residential areas for employees; the settlements are cramped and "lower class" in appearance], in cities, and many of these traditional ways were sort of, oh, they're not lost, and they're not forgotten, and they weren't lost and forgotten on purpose. A lot of these traditions are still maintained because many times these are the few opportunities that they get to practice their traditional sort of cultural traditions and practices. A lot of these people who have actually begun to live in settlements like this, can anybody sort of give me an idea why many people have chosen to do this? Ms. R?

R:It's easier to live /?/

T:Ok, it's easier to live like this [than in indigenous housing]. M?

M:Some people like don't like crowded areas, and a lot of people don't want to live there. Well some people don't, a lot of people don't live there.

T:A lot of people live where?

M:In...

T:In these communities?

M:Yeah.

T:Ok. Ok, those are good reasons. Other ones? Mr. L?

L:They want their kids to get an education so they can work?

T:Ok, they want their kids to get an education so they want to work. Anybody else?

(A few minutes later in the lesson....)

E:Because everything's in the way, like cars.

T:Everything's in the way, like cars. How did cars get in their way?

E:No, like when their ancestors lived there were no cars, so it was, like, easier for them without having to ask the government if they could /?/--

T:Ah, good point. They have to ask the government for permission to fish and hunt and all those things? Alright, and I think Mr. E. is pretty close to what's been going on for the last several hundred years. This gentleman [oil worker in film strip], he works on the oil rigs. Now these oil rigs, these companies are owned by, these oil companies are owned by big, big, big, huge corporations that go into the land and they pull the oil out. You heard what the gentlemen [the narrator] said, well some of the agreements that have been made with the people [natives] haven't always been fair. Mr. E?

E:Well they like take advantage of them?

T:Sure. Why do they take advantage of them? Mr. L?

L:Because they, like, they don't know what money was?

T:At one time they didn't know what money was. But, go on.

L:They've never been in that kind of environment?

52 T:Yeah, they were never in that type of environment,
53 correct.

In the beginning portion of the transcript (lines 1-15), Mr. Fuentes models a critical discourse stylistic register for his students by noting that *the narrator, in my opinion, painted this thing a little bit more neutrally than I believe a lot of this stuff really happens.* He then goes on to question the filmstrip's portrayal of the integrity and maintenance of various native cultural traditions. Mr. Fuentes concludes his opening statement by posing a question to the class about why many native peoples live in oil company-sponsored housing.

In lines 16-29 several students offer responses to his question. Mr. Fuentes uses an interesting technique to indicate to his students that they are not using an appropriate stylistic register without discouraging additional students from offering their ideas. Note that Mr. Fuentes repeats each student's response but does not explicitly evaluate its content. Instead, he suggests that the response is not appropriate by continuing to elicit responses from other students.

The pattern shifts in line 30, however, when Mr. Fuentes, in response to an idea offered by E (line 30), asks him to elaborate on his comment. This suggests that E has begun to use language in the style Mr. Fuentes desires because he does not simply repeat E's utterance and move on to another student.

E further elaborates on his point in lines 33-35, which leads Mr. Fuentes to provide the first explicit positive

evaluation of a student thus far in the transcript: *Ah, good point* (line 36). Mr. Fuentes then uses E's comments as the basis to advance the critical discourse of the lesson further by discussing the value of the oil company's practice of digging on native land (lines 36-46).

Mr. Fuentes' expansion of the critical discourse register spurs E to use the critical discourse register more boldly in line 47 when he offers the idea that *they like take advantage of them?* In the remainder of the transcript Mr. Fuentes indicates that his students are getting the hang of using a critical discourse stylistic register by providing explicit positive evaluations of their comments, as opposed to neutral evaluations, as he did at the beginning of the transcript when the students were having difficulty adjusting to the register to complete the task.

As the three examples from class lessons that we have examined reveal, academic language stylistic registers are shaped by the particular academic task at hand. Although lexis and syntax might distinguish some types of language use in classrooms, our data suggest that this is not the case for the lessons we have examined. In our three examples, the teachers shape the specific styles of language they think are required of the students for the academic tasks at hand.

Assessment Strategies for Academic Language

Our finding that academic language stylistic registers are associated with various academic tasks overlaps with the

philosophical underpinnings concerning the nature of language in the field of alternative assessment. That is, our research confirms the views of writers on alternative assessment that language is best understood as a tool for carrying out concrete tasks and activities. As Harp (1994, pp. 8-9) notes in his introduction to a volume on alternative assessment,

> Language is used for real purposes and to solve real problems. Language is used to get things done, for interpersonal relations, to solve problems, to pretend and imagine, to explain to others, and to re-create past experiences.

Other writers on alternative assessment have expressed similar views regarding language (cf. García & Pearson, 1994; Goodman & Goodman, 1989). Bertrand (1994), reacting to the tendency of many teachers and researchers to focus on discrete aspects of academic language, writes in a volume on alternative assessment that "language is integrative...it cannot be broken down into fragments and retain meaning" (p. 36).

Because standardized tests focus on discrete aspects of language in a decontextualized manner, we suggest that various alternative assessments, with their holistic focus on the relationship between language and practical tasks, are most appropriate for assessing the academic language proficiencies of English language learners.

Survey Research

We conducted a survey of over 500 ESL educators across the United States[1] to learn about their perceptions of academic language and the strategies they find most useful for assessing it. Responses were received from 157 educators. The survey consisted of eight open-ended questions that asked educators, among other things, to define and describe academic language, give examples of students who proficiently use it in speaking and writing, discuss the problems some students have with it, and provide examples of how best to assess it (see survey instrument in Appendix B). Below we present responses to and discuss questions that we believe are most relevant to ESL educators (questions 1, 4c, 5, 6, and 8) (see Appendix C for all survey responses).

QUESTION 1

Many people have said that ESL students need to learn a particular style of language in classrooms, called "academic language," meaning the ***type of written and spoken language students need to successfully participate in academic tasks in***

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[1] We sent surveys to the following groups of educators: a subsection of the elementary Special Interest Group of Teachers of English to Speakers of Other Languages; attendees of the June, 1994 National Center for Research on Cultural Diversity and Second Language Learning conference in Storrs, CT; the ESL teachers of Montgomery County, MD; teachers and students in the ESL graduate program at California State University/Los Angeles; ESL educators at the University of North Carolina-Charlotte; and students in the ESL/multicultural education graduate program at George Mason University, Fairfax, Virginia. The majority of the respondents were elementary ESL teachers, with the rest including middle and high school level ESL teachers, ESL teacher trainers, administrators, and graduate students in training to become ESL teachers.

the classroom. *Please give an example or two of academic language from a recent classroom lesson of yours.*

Most respondents (59 percent) suggested in their descriptions that vocabulary is a key feature of academic language. Respondents in this category stated that the language used in various content areas, such as math, social studies, science, and so on, requires mastery of specific terms and phrases unique to those areas. The following are examples of responses that focus on the importance of vocabulary in academic language:

> • *In math lessons students need to learn the mathematical tenses. My 3rd graders whom I help in math, have learned the English terms for + "plus," - "minus" (or take away), > larger than and < less than. Also, when learning money they've had to learn the names of American coins and their values, ex. dime.*
>
> • *Grade K--shapes: triangle, square, circle; math: more or less; science: seed, sprout, life cycle.*
> *Grades 1&2--community; transportation; market; habitat.*
> *Grades 3&4--continental shelf; intertidal zone; oceans and continents; compass rose, etc.*
> *Grades 5-8th--nutrition, protein; carbohydrate; vitamins and minerals; grams; liters.*
> *Please note: This is language taught at intermediate ESL level; I have excluded the extensive content-based "academic language" taught in the sheltered social studies class that I teach.*
>
> • *Vocabulary issues: use of "pick" or "choose" in social language versus "select" in the classroom; "show" versus "indicate"; explanation of test language such as "corresponding item."*

As these comments show, many respondents view academic language as comprised of unique vocabulary words and phrases that can be unfamiliar to ELL students, and, consequently, difficult to acquire.

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Other respondents (41 percent) described academic language in terms of various activities. Respondents mentioned writing in journals, following directions, presenting findings to classmates, discussing science labs, identifying parts of the food chain, and stating opinions. The following are examples of responses in this category:

> • *Alternate reading with your partner; report to the class about what your group found; list causes and effects for WWII; predict what the outcome of the O.J. Simpson trial will be; paraphrase what you just read/heard.*
>
> • *Compare and contrast the story of Thanksgiving (taken from Elizabeth Claire's "ESL Teachers Holiday Activity Packet") with "How Many Days to America: A Thanksgiving Story" (by Eve Bunting).*
>
> • *The food web--identify which of these are producers, herbivores, carnivores and omnivores.*

Note that respondents in this category focus more on broader aspects of language associated with academic tasks, rather than the discrete aspects of language (vocabulary) of respondents in the preceding category.

Other definitions/examples of academic language offered by respondents to question 1 included such statements as: "academic language is formal language used in formal writing, instruction by teachers, etc. It's not usually used on social occasions between friends." An ESL (K-12) teacher focused on the cultural aspects of language: "Academic language is the accumulation of language that has built up as the results of being schooled in a particular culture. It is required for the building of a frame of reference of social, political, and economic issues." Finally, one K-12 ESL program coordinator emphasized that this

type of language can only be acquired at school. "Academic language is the language of lecture and of textbooks. It is filled with expectations of prior knowledge and background and cultural uniformity. The vocabulary can be very technical and is topic-specific."

A few teachers did question the validity of the construct of academic language. A university ESL teacher trainer stated that "I believe [academic language] is a bogus concept. The teachers decide the type of language needed to survive their classrooms -- not a label." Other teachers, including a K-6 ESL pull-out teacher who uses whole language instruction, felt that the term applied mostly to written language, as illustrated in math word problems. She stated that written word problems "give my students great difficulties, i.e., 'if the length of the garden is 6 feet and the width is four feet, what is the total area?' Words such as 'take away,' 'combined,' 'all together,' etc. [are especially hard]." In general, though, the teachers had strong views of what academic language is in the classroom and expressed a wide range of views covering both oral and written language.

QUESTION 4C

Can you describe the particular difficulties that an ESL student has or had with academic English?

More than half of respondents (53 percent) to this question stated that ESL students have the most difficulty with academic language vocabulary. This is not surprising, given that so many respondents described academic language in terms of vocabulary

for question 1 (see above). The following are examples of responses to question 4c:

> •Many times missing a word or phrase in a question will make the student misunderstand the question. If they don't have the words to express their knowledge it impairs their academic learning.
>
> •He [a student] knows common language but not how it could relate to academic language, i.e., "we have neighbors; stars have neighboring stars."
>
> •The language related to social studies is (or can be) enormously troublesome. Academic English for the 4th grade social studies curriculum, for example, includes such vocabulary and concepts as grids, natural resources, longitude, latitude, boundary, landforms, etc.

These responses suggest that academic language as a whole, and various content areas in particular, are comprised of unique vocabulary items with which ESL students might be unfamiliar.

Other respondents stated that ESL students have problems with academic language reading (24 percent) and grammar (15 percent). Twenty-five percent of respondents wrote that ESL students' difficulties adjusting to a new culture and educational system complicated the acquisition of academic language skills.

It is interesting to note that responses to question 4c parallel the pattern of responses to question 1. That is, educators discuss academic language in discrete linguistic terms (vocabulary, grammar) as well as in more global terms (cultural influences).

QUESTION 5

If another teacher asked for suggestions about how to assess the academic language abilities of his or her ESL students, what suggestions would you offer?

The majority of respondents to this question advocated alternative assessment strategies, as opposed to standardized testing. Thirty-eight percent of respondents suggested assessing academic language orally. Within this category, however, 41 percent of respondents were not specific about what aspect of oral language should be assessed (see list below). Respondents in this category made comments such as, *We would test the student to determine oral...levels*; *I suggest oral tests*; and *Talk to student to assess oral skills*. Future research could explore whether those who gave unspecific responses concerning oral assessment would, in reaction to further prompting, provide similar details.

Oral Language (38%)
Unspecified - 41%
Retell reading passages - 11%
Discuss/answer questions about material read - 7%
Describe/name objects - 7%
Explain concepts - 4%
Discussion - 4%
Explain task carried out - 4%
Answer questions - 4%
Define terms - 2%
Give examples - 2%
Produce understandable speech - 2%
Repeat what others say - 2%
Give a report - 2%
Ask questions - 2%
Discuss visuals - 2%
Analyze, evaluate, synthesize - 2%

The next largest groups of responses concerning oral assessment included retelling reading passages (11 percent), describing/naming objects and meaningful situations (7 percent) and discussing/answering questions about reading passages (7 percent). Representative responses from the describing/naming

objects category include: *Have the student describe articles of furniture in the room, or name them. A teacher can show a picture to a student and ask him/her to describe the action in the picture.* Another respondent wrote, *Ask children to describe meaningful situations.*

Respondents described discussing/answering questions about reading passages as follows: *When he [the student] reads something, if you asked him what happened, can he tell you?* and *Use a question hierarchy about a reading passage to see how far above simple recall of facts a student is able to go.*

The remainder of the responses that concern oral assessment are diverse but occur at relatively low percentages. Categories of these responses include: explain concepts, discussion, explain task carried out, answer questions, define terms, give examples, produce understandable speech, repeat what others say, give a report, ask questions, discuss visuals, and analyze, evaluate, synthesize.

The second largest group of respondents to Question 5 is comprised of those who suggested assessing academic language through writing (30 percent). Of these respondents (see below), however, exactly one half (50 percent) made non-specific suggestions. For example, one respondent suggested teachers *assess...individual writing assignments*, while another noted that *writing samples are good diagnostic tools*, and a third stated, *I would suggest giving a written test to find out the level.* The high rate of non-specific responses suggests that the question

might have yielded more specific responses had it been worded differently.

Writing **(30%)**
Unspecified - 50%
Essay - 8%
Essay exam - 8%
Answer questions - 8%
Report - 6%
Samples from various disciplines - 6%
Journals - 6%
Respond to reading passages - 3%
Research paper - 3%
Written retelling 3%

Eight percent of those who suggested writing as an appropriate assessment activity fell into each of the three following groups: writing essays, taking essay exams, and answering questions. Those who suggested writing essays made comments such as, *See if the student can write a comprehensible essay after the student has either had a model outline explained or after the student has been guided to create an outline [to be used as] a graphic organizer.* Another respondent from this group noted: *Some teachers ask a student to write an essay on a particular topic--without realizing it, teachers can end up assessing the structure, form, etc., rather than content.*

Of those who suggested essay exams, one respondent noted that *an essay test on a particular topic is as important as a role-playing game that allows students to utilize and integrate a variety of language skills.* Another respondent stated, *Administer an essay exam to determine the students' ,control over the basic writing/reading skills.*

Those who suggested answering questions made comments such as, *at the start of the school year I have them [students] write me a long letter describing as much about their writing experience as they can think of--especially school experiences.* Other respondents were less specific about the types of questions they have students answer.

The remainder of respondents who suggested using writing as an assessment activity fall into the following categories: reports (6 percent), samples from various disciplines (6 percent), journals (6 percent), respond to readings (3 percent), research paper (3 percent), and written retelling of readings (3 percent).

QUESTION 6

How do you assess a student's knowledge of academic content if the student does not have the English language skills to express it to you? Are there some subjects for which it is easier than others? Can you give an example?

Most respondents to this question answered both parts at once by listing particular methods or content areas that they believe are most conducive to assessing content knowledge. Listed below are the methods/areas respondents discussed and their frequencies.

Graphic-based (41%)
Math (40%)
Science (19%)
Native Language (19%)
Hands-on Activity (4%)
Ask Students Questions (3%)
Simulate Academic Activity (3%)
Performance Assessment (3%)
Social Studies Task (1%)
Geography Task (1%)

Conversation (1%)
Standardized Test (1%)
Cooperative Learning (1%)
Observation (1%)
Writing (1%)
Authentic Assessment (1%)

As the list shows, 41 percent of respondents to Question 6 suggested assessing content knowledge through various graphic-based means. *Graphic-based* refers to the production and/or interpretation of visual representations of concepts. Graphic-based media include: drawings, charts, tables, webs, diagrams, maps, and so on. The majority of respondents in this category were specific about the types of graphic-based media they suggested using. For example, one respondent wrote: *Use graphic organizers like webs, Venn diagrams, T-charts, mind maps, etc., rather than typical measures, i.e., tests, essays, reports.* Another respondent suggested, *You can assess comprehension of academic content by allowing students to: draw maps, graphs, pictures....* The high frequency of responses in this category suggests that respondents are sensitive to methods of assessment that do not directly rely on language.

Many respondents (40 percent) to Question 6 suggested math as an optimal content area through which to assess knowledge. It is important to note, though, that the vast majority of respondents in this category qualified their answers by stating that one should focus on computational skills, which are perceived as independent of language and universal, rather than word problems, which rely heavily on language. For example, one respondent stated: *The easiest example is computational skills in*

math. A child either knows how to regroup for adding or knows a multiplication table, or s/he doesn't. It becomes much more difficult to assess math concepts needed for solving word problems.... Another respondent wrote, *Math, because numbers are international--the only problem would be word problems.*

Nineteen percent of respondents suggested science activities as appropriate for assessing various types of science knowledge. Most respondents in this category specified lab activities as a particularly viable means of assessing knowledge because they are perceived to rely little on language. For example, one respondent noted, *science...student can demonstrate, e.g., an electrical current or effect of soap on surface tension of water.*

Nineteen percent of respondents also suggested utilizing students' native languages to assess knowledge of content areas. Respondents suggested teachers directly converse with students, or, if the teacher cannot speak the student's native language, a bilingual student or faculty member can act as an intermediary.

QUESTION 8

Do you explain to your students that, in order to succeed academically, they need to learn how to use a particular type of language in the classroom that differs from "social language?" If yes, please give examples.

Most respondents (66 percent) to this question stated that they explicitly teach academic language; 34 percent stated that they do not. Of those who responded affirmatively, 27 percent said they focused on teaching vocabulary, 7 percent on grammar, and 6 percent on syntax. Several respondents (27 percent) said

that they tell their students that academic language is "formal," as opposed to social language, which is "informal." In a representative response, one teacher noted that instruction

> begins with the distinction between colloquial and formal language (*gonna/going to*), [and the] importance of selecting vocabulary words (*enthusiastic* vs. *nice*)....

Alternative Assessments for Academic Language

Working with the survey results and an experienced elementary ESL teacher, we identified alternative assessment strategies for the academic language of ELLs. Once we compiled the strategies, we sent them out to seven local ESL teachers for review of appropriateness and practicality in the classroom. The strategies we discuss below include the teachers' changes and suggestions (see Appendix D for published ERIC Digest on the topic).

We will discuss the following seven types of alternative assessment:

- Physical Demonstration
- Pictorial Products
- K-W-L Charts
- Oral Performances
- Portfolios
- Oral and Written Products
- Teacher-made Measures

It is important to note that this list is not a comprehensive survey of alternative assessment strategies, but includes strategies that teachers have found especially useful with ESL students. Teachers should use, and experiment with, a variety of assessment strategies to ensure that the language proficiency and learning style needs of students are being met. Genesee (1994)

advises teachers not to depend on a single approach but to develop a "repertoire" of complementary assessment methods.

It is also important to remember that traditional assessments are not necessarily bad. In fact, when used appropriately, in moderation, and in conjunction with alternative assessments, traditional assessments can help paint a well-rounded picture of students' academic abilities and development. We will discuss examples of alternative assessments below.

Physical Demonstrations

Physical demonstrations refer to non-verbal means of expressing academic concepts. These include pointing and other gestures, performing hands-on tasks, miming vocabulary, concepts, events, and so on. Total Physical Response (TPR) is a common cover term that refers to using various gestures and motions and is an effective way for students to demonstrate learned concepts and understanding across the curriculum. When a teacher simply asks a student, "Show me..." or "Point to..." s/he can assess the student's knowledge by evaluating the child's response. In a unit on Native Americans, for instance, students can respond with thumbs up, thumbs down, or other non-verbal signs to communicate whether the statement read by the teacher is true or false or whether the teacher has grouped illustrations (of homes, food, environment, clothing, etc.) under the correct tribe name. Later, students can be asked to respond to such true-false or classification tasks individually. Teachers can also invite

individual students to put misplaced illustrations in the correct place.

Science provides ideal hands-on opportunities for students to demonstrate understanding. Teachers can ask students studying electric circuits to build circuits or to solve circuit design problems. In a unit on Earth Materials, students can classify rocks and minerals according to their characteristics.

Lenore Blank Kelner (1993) encourages the use of dramatization as an effective strategy with ESL students in content subjects. When studying the life of Martin Luther King, students can create motions which they feel best reflect the meanings of such key words as "nonviolent," "prejudice," etc. Students can use the motions in a variety of activities throughout the unit to reinforce the concepts. Later, a student's retention and understanding can be assessed through pantomime (Kelner, 1993).

Pictorial Products

Pictorial products are related to physical demonstrations in that the emphasis is on nonverbal means of expressing content knowledge. The difference, however, is that pictorial products focus more on the production and manipulation of drawings, dioramas, models, graphs, and charts.

Activities involving illustrations or graphics with word cards or labels provide ideal vehicles for assessing ESL students with limited English proficiency because little language is required. Illustrations can be collected over time from

commercial products or can be made by the teacher or students. When studying Colonial America, for example, teachers can give students a map of the colonies and labels with the names of the colonies. Students can then attempt to place the labels in the appropriate locations. This activity can be used across the curriculum to label diagrams, webs, or illustrations.

Illustrations can be grouped according to theme or heading. Teachers can ask students who are learning about the seasons to classify pictures of clothing or activities by season. Illustrations can also be matched with word cards in any subject area. This would be useful to assess retention of important vocabulary or facts. For example, pictures that include the names of famous explorers can be matched with the countries of origin or events.

Two related assessment strategies are the use of pictorial time line puzzles and flowcharts. Students can arrange pictorial time line puzzles chronologically regarding, for example, the life of an historic figure or events leading up to the Revolutionary War.

Flowcharts (with pictures or words) are useful to assess a student's knowledge of a procedure necessary to perform a task. This can be used after conducting a science experiment, such as making crystals.

In general, graphic organizers provide wonderful visual frameworks for conveying and assessing content information, as well as nurturing higher order thinking skills. In addition to

time lines, diagrams, table charts, graphs, grids, and story lines lend themselves well to illustrations. As teachers use graphic organizers in their instruction, students learn how to read, and subsequently, how to construct them. Tang espouses the value of using graphic representations to make textbook language comprehensible to ESL learners (Tang, 1992/1993). She emphasizes the importance of training students in their use during a unit of study and repeatedly throughout the school year.

In the early stages of language learning, information and concepts on graphs can be expressed, by both teacher and student, with illustrations and simplified language. These learning tools lend themselves well to cooperative, as well as individual, settings. Students can create living visuals of any of the pictorial products we have described. For example, students with some reading ability often have fun creating a living web. This activity can involve one student holding a main idea card in the center of a table and other students using supporting statement cards to branch out from the center. As a variation, students using supporting statements could decide what the main idea should be (Kelner, 1993).

As another example of the use of pictorial products, students can work with one another to construct models of rural and urban settings in a social studies unit. They can make dioramas or murals of community services. Students can also mime the responsibilities of community workers. Similarly, in a unit on Colonial American communities, older students can be involved

in the same types of activities in order to assess understanding.

To culminate a unit on butterflies, teachers can ask beginner ESL students to illustrate, rather than explain, the life cycle of butterflies. In response to the teacher's request, students can point to different parts of a butterfly on their own drawing or on a diagram as an assessment of vocabulary retention. Pictorial journals can be kept during the unit to record observations of the butterflies in the classroom as well as to illustrate comprehension of classroom material about different kinds of butterflies, their habitats and their characteristics. Similarly, in a unit on plants, students can illustrate parts, graph or chart growth over time, and keep a pictorial journal of needs, care, and observable changes. In an oral assessment on the topic, students can point to the correct illustration in their pictorial journal in response to the teacher's questions.

K-W-L Charts

Many teachers have success using K-W-L charts (what I ***KNOW***/ (what I ***WANT*** to know/what I've ***LEARNED***) to begin and end a unit of study, particularly in social studies and science. This strategy enables teachers to gain a deeper awareness of students' background knowledge, interests, and content material learned. K-W-L charts can be conducted as a class activity or on an individual basis. For students with limited English proficiency, the chart can be completed in the first language or with illustrations.

K	W	L
Abraham Lincoln was important.	Why is Lincoln famous?	Abraham Lincoln was president of the U.S.
He's on a penny.	Was he a good president?	He was the 16th president.
He's dead now.	Why is Lincoln on a penny?	There was a war in America when Lincoln was president.
I think Lincoln was a president.	Did he have a family?	He let the slaves be free.
He was a tall person.	How did he die?	Two of his sons died.

Before a unit of study, teachers can have students fill in the K and W columns by asking them what they know about the particular unit and what they would like to know by the end of the unit. Doing so helps keeps students focused and interested during the unit of study and gives them a sense of accomplishment when they realize, following the unit (filling in the L column), that they have learned something.

Oral Performances

Oral performances, or presentations, are a form of performance-based assessment, and include individual interviews, oral reports, role plays, describing, explaining, summarizing, retelling/paraphrasing stories or text material, and so on. Oral assessments should be conducted on an on-going basis in order to monitor comprehension and thinking skills, and the tasks should be meaningful to students.

In the early stages of language development, a teacher who is conducting interviews in English might find it best to ask students questions using visual cues as much as possible and allowing for a minimum amount of English in the responses. Pierce and O'Malley (1992) suggest having students choose one or two pictures they would like to talk about and leading the students by asking questions, especially ones that elicit the use of academic language (comparing, explaining, describing, analyzing, hypothesizing, etc.) and vocabulary pertinent to the topic.

Science experiments lend themselves well to cause/effect explanations. Concrete materials or flowcharts illustrating procedures are helpful aids for an ESL student's oral presentations. Illustrations, story maps, etc., offer support when students are asked to talk about historical events.

Teachers can also ask students to explain how they solved a certain problem in math. This sheds light on students' thinking processes. It also allows a student the opportunity to demonstrate the use of language functions and vocabulary specific to the content area.

In the case of oral reports or presentations, teachers should give students a choice of topics and advance time to prepare. For example, allow a beginner level student to speak in his/her native language if someone is available to interpret. As a student's English language proficiency increases so will the opportunities to assess a student's academic language.

Role play can be used with all grade levels, with any number of people and across the curriculum. The teacher might transform him-/herself into a character who knows less than the students about a particular subject area. Students are motivated to help by conveying facts or information prompted by the character. This is a fun-filled way for a teacher to conduct informal assessments in any subject (Kelner, 1993).

Teachers can also ask students to use role play to express mathematical concepts. For example, a group of students can become a numerator, a denominator, a fraction line, a proper

fraction, an improper fraction and an equivalent fraction. Speaking in the first person, students can introduce themselves and their functions in relationship to one another (Kelner, 1993). Role play can also be extended to science to demonstrate concepts such as the lifecycle.

Some teachers use role play as an alternative to traditional book reports. Students can transform themselves into a character or object from a story (Kelner, 1993). For example, a student might become Christopher Columbus, one of his sailors, or a mouse on the ship. Besides telling the story from the character's point of view, the other students can write interview questions to pose.

Portfolios

A valuable strategy in alternative assessment is the use of portfolios. A portfolio includes samples of a student's work over time. The collection is often described as "meaningful" because students collaborate with teachers in both the criteria for, and choice of, samples. Students are also given opportunities for self-evaluation, an important piece in portfolio assessment. Parents' input is also invited through conferences, questionnaires, or surveys. Portfolios are defined as "alternative" because they use a much more holistic approach to grading, compared to traditional measures of student performance. Tierney, Carter, and Desai (1991, pp. 125-143) suggest that, among other things, teachers maintain anecdotal

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records from reviews of portfolios and from regularly scheduled portfolio conferences with students, keep checklists that index various criteria that teachers consider integral to the type of work being collected, and devise continua of descriptors to plot student achievement. Whatever methods teachers choose, they should work with students to help them reflect on their work to develop better academic skills.

There are many kinds of portfolios. Portfolios are used across the curriculum for evidence of individual or group performance, and they can contain any of the following in either English or a student's native language:

- Audio- and videotaped recordings: readings or oral presentations
- Writing samples/computer printouts:
  - dialogue journal entries
  - book reports
  - writing assignments (drafts or final copies)
  - reading long entries
  - projects
- Art work:
  - pictures or drawings
  - graphs and charts
- Conference or interview notes/anecdotal records
- Evaluations/Checklists (by teacher, peer or student)
- Test/Quiz sample
- Lists of books read

To gain multiple perspectives on students' academic development, it is important for teachers to use more than one type of portfolio assessment.

Oral and Written Products

Oral and written products encompass a wide variety of activities. Some of the products most suited to ESL students are content area/thinking and learning logs, reading response logs, writing assignments (both structured and creative), writers notebooks/folders, dialogue journals, and audio or video cassette tapes.

A content area log is designed to encourage the use of metacognitive strategies when students deal with expository reading material. Entries can be made on a form with the headings: What I Understood/What I Didn't Understand (ideas or vocabulary). These logs provide teachers an opportunity to monitor and assess students on an on-going basis. Student-led discussion groups or teacher-directed mini-lessons can evolve from the students' difficulties. Final unit tests can evolve from this as well.

A reading response log is a student's written response or reaction to a piece of literature. Typically, a teacher asks students to respond to questions, some generic, some specific to the literature, which encourage critical thinking. This offers an effective way to evaluate an ESL student's understanding of the material. It is meaningful when the reading material directly relates to and reinforces the content unit being studied at the time. For example, *The Drinking Gourd*, by F.N. Monjo (Harper and Row, 1970), is a high-interest, low-reading level historical fiction novel which supports African-American history

studies. Student reading log responses can reveal to teachers comprehension of reading, as well as academic, content material.

Beginning ESL students often experience success when an expository writing activity is controlled or structured. The teacher can guide students through a pre-writing stage which includes discussions, brainstorming, webbing, outlining, and so on. Both the pre-writing stage, as well as the independently written product, can serve as informal assessments.

Questionnaires offer another means of collecting information from students in a planned, structured format. As fluency increases, students are better able to respond to open-ended questions or writing prompts. Later, essays or reports can be assigned and rated by teachers and students with the use of rubrics, checklists, or evaluation forms.

Student writing is often motivated by content-based themes. Samples from their writing folders or notebooks give further insight into content understandings and retention of vocabulary. Narrative stories from alternative characters' perspectives (e.g., a sailor accompanying Christopher Columbus, an Indian who met the Pilgrims, a drop of water experiencing the water cycle, etc.) would be valuable inclusions in a student's content subject portfolio.

A dialogue journal is an interactive, on-going correspondence between students and teachers. Students determine the choice of topics, and they participate at their level of English language proficiency. Beginners draw pictures which can

be labeled by the teacher. Those with stronger English skills often write about their feelings concerning various aspects of school life, including subject matter, their successes and struggles, peer interactions, and so on. Attitudes are important in the learning process, and a dialogue journal can serve an important purpose in the assessment process.

Audio and video cassettes are also valuable alternative assessment tools. Recordings can be made of student oral readings, presentations, dramatics, interviews, or conferences (with teacher or peer), etc. These can be kept in portfolios and used as evidence of growth.

Teacher-Made Measures That Compliment Alternative Assessment

. Traditional teacher-made measures, such as multiple choice, true-false, matching, and cloze activities, are often criticized as revealing little about what a student knows or how a student thinks (Jones, 1994). However, when appropriately used in conjunction with alternative assessments, various teacher-made measures can reveal important information about ESL students' academic development. For example, teachers can ask students to match sentence parts that relate events leading up to and during the Boston Tea party. As a follow-up activity, teachers can then ask students to work with one another to write a dialogue or play about the event, involving both the Colonists and the English. Students might also choose to role play the historic events. The advantage of providing role plays is that students have the

opportunity to better show their understanding of the events, including the causes leading up to the conflict.

Teachers often find it necessary to design or modify tests to match the English proficiency levels of their ESL students. True-false and multiple choice questions can inadvertently be tricky and ambiguous if not written with care. Teachers can make adjustments to simplify the language while keeping the concepts at the appropriate grade level. Language is much less of an obstacle if grammar is simplified as a practical matter. Traditional tests can be construed as "alternative" classroom measures for ESL students if modifications are made. Short (1991) makes the following suggestions about modifying such classroom measures:

- Use short sentences with simple grammatical structures.
- Use the simpler verb tenses (such as present, simple past and simple future).
- Write in the active voice, not the passive.
- Use pronouns judiciously, only where their antecedents are obvious.
- Be careful with indefinite words like "it," "there," and "that" at the beginning of sentences.
- Eliminate relative clauses with "who," "which," whom" wherever possible.
- Minimize the use of negatives.

Other modifications to consider when writing or conducting multiple choice, true-false, matching or other types of tests are:

- If possible, translate the assessment into the student's native language.

- Allow the use of an interpreter.
- The teacher of English-speaking students can read and explain the directions and test questions.
- Simplify the directions.
- Allow for bilingual dictionary use.
- Preview and pre-test important information and vocabulary.
- Familiarize students with test format through practice sessions.
- Give the ESL student fewer questions.
- Organize the test by levels of difficulty.
- Give the ESL student extra time for test completion.
- Give the ESL student the opportunity to give oral explanations as to why certain answers were chosen.
- Include graphics with questions.

Multiple choice, true-false, or matching types of assessments can also be conducted through cooperative activities. For example, teachers can give half of the students statements written on strips of paper, one per student. The statements contain either correct or incorrect information from a unit of study. The other half of the students are given cards indicating either "true" or "false." In this problem-solving task, students must find a partner with the answer to demonstrate understanding of the material. Students can be invited to explain or support the match.

Similarly, teachers can distribute fill-in-the-blank sentences for a cloze or multiple choice group assessment. Every sentence is missing a key word. Each of the remaining students

has a card with one of the missing words. The challenge for students is to find their match.

To determine how well a student has retained important terms, teachers can ask students to match words with definitions, vocabulary in English with vocabulary in the native language, historic persons or places with events, causes with effects, etc. In like manner, teachers can give students a worksheet listing vocabulary which can be categorized according to two or more themes. When studying terrain types, for example (grassland, tundra, desert, and rainforest), students can determine the correct category for each word and write it under the correct heading. Similarly, supporting statements can be written under main ideas, all of which are supplied on a worksheet or sentence strips.

As proficiency increases, requirements for written products increase. Supports for labeling activities, such as illustrations or prepared labels, can be systematically removed. Determining whether to provide a word bank would need to be made by a teacher. In like manner, cloze activities (sentences, paragraphs, outlines or graphics missing words or phrases) can be completed by students with or without the help of word banks, notes, outlines or books.

Just as students can learn to create graphics from text readings, they can learn to effectively translate graphic organizers (e.g., outlines, webs, tables, graphs) into expository composition writing. Once they have the ability to understand

and use graphic organizers, students have a means of "expressing content knowledge and academic language" (Tang, 1992/93).

Conclusion

Implications for Educators

Our research indicates that before teachers think about what type of alternative assessment to use, and how it should be implemented, it is important to reflect on what they consider to be appropriate ways of using language to accomplish various academic tasks. For example, Mr. Fuentes, in an example we discussed above, believed that his students should talk about the filmstrip they viewed from a critical perspective. As such, he used a variety of linguistic cues, most of them implicit, to encourage students to adopt a critical discourse register. Other teachers might have different ideas about what constitutes an appropriate manner of talking about a filmstrip.

Once teachers have reflected on the registers they deem appropriate for carrying out tasks, they can begin to think about what types of alternative assessment are best suited for assessing a student's ability to use language to accomplish tasks.

Implications for Educational Practice, Reform, and Policy

Our results, particularly those from classroom observations and discourse analyses, suggest that teachers can be more effective with their ELL students if they 1) engage in reflective thought about the underlying discourse styles they want their

students to appropriate, and 2) explain to students the criteria that comprise various types of academic language, giving examples when appropriate. All too often teachers are not explicit about the academic language demands of their classrooms because they appear to take them for granted. As Gumperz, Cook-Gumperz, and Sysmanski show (in press), students have their own sophisticated strategies for discussing academic content. If teachers can understand these strategies they will have a better sense of what type of explicit instruction in academic language is necessary.

While the discrete aspects of language that many teachers mentioned as comprising academic language are certainly important, our research indicates that more attention to overarching discourse styles on the part of teachers will help both students and teachers understand the nature of academic language. We hypothesize that once students have an understanding of academic language styles, they will be more likely to master them.

Results from the survey suggest that teachers are assessing the academic language of ELL students through a wide variety of alternative assessments, including demonstrations, graphic organizers, manipulatives, and oral language interviews. It is important, however, that teachers inform students in advance about how they will be assessed so students understand what teachers are looking for and have the opportunity to prepare for the assessment.

In the area of education reform, we suggest that a key site for change is at the teacher training level. During the last 30 years or so, research in the field of sociolinguistics has shown that language is more than combinations of discrete words or sentences. Discourse styles and conventions that are shaped by specific contexts are crucial as well. Unfortunately, many teachers' exposure to language issues during their training years focuses on research models in which a priority is placed on discrete aspects of language. Providing teachers-in-training with more current research models that focus on discourse would give them a better foundation for understanding academic language in their future classrooms.

And finally, in the area of education policy, federal and state governments can help to facilitate the creation of educational environments conducive to the success of English language learners by adopting resolutions that affirm the value of language diversity. Fostering such attitudes will give educators and students a greater appreciation for the diverse ways in which language varies across contexts, cultures, regions, and, ultimately, in the classroom. Academic language will come to be seen as a discourse style that is appropriate for the classroom, but is just one of many context-specific ways of using language.

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APPENDIX A

CLASSROOM DATA SHEET

APPENDICES

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Appendix A

CLASSROOM DATA SHEET

Date: Audiotape? Yes___ No___

School:

Grade:

Teacher:

Subject Area:

Lesson Topic:

Class: ESL, HILT, Bilingual, or Mainstream (circle one)

Number of Males/Females:

Languages Used: Teacher--

Students--

What Is On Board?

What Text(s) Are Being Used?

What Is Teacher Doing Saying?

What Are Students Doing/Saying?

Are They Working In Pairs? Across Languages?

In Groups? What Languages Are Used?

Check Academic Language Functions Used By Teacher Or Students (Circle T or S After Each Item) and give specific examples of each function checked:

Analyze	___	T/S	Classify	___	T/S	Compare	___	T/S
Evaluate	___	T/S	Hypoth.	___	T/S	Inform	___	T/S
Justify	___	T/S	Persuade	___	T/S	Predict	___	T/S
Seek Info.	___	T/S	Solve Prb	___	T/S	Synth.	___	T/S

Notes: (Here provide detailed description of what takes place, what is said and by whom, and note if special worksheets, etc. are being used. Attach copies of all materials being used.)

Classroom Physical Environment

- Blackboard
- OHP
- Desk Arrangements
- Bulletin Boards/Wall Decorations
- Reading/Learning Centers
- Computers
- Supplemental Reading Bookshelf
- Other Media

Lesson Objectives

- Content
- Language
- Thinking Skills
- Study Skills

Materials

- for Speaking
- for Listening
- for Reading
- for Writing
- Appropriate to Age Level of Students
- Real Literature, Authentic Text
- Adapted or Simplified
- Teacher-Made
- Culturally Diverse

APPENDIX B

QUESTIONNAIRE "ASSESSING ACADEMIC LANGUAGE OF ESL STUDENTS"

CAL

Appendix B

Assessing Academic Language of ESL Students

We're doing a study of the use of academic language in schools. Please take 25–30 minutes to complete this form and return it to us in the envelope provided. Your cooperation is very much appreciated.

Your name _____ Date _____

How many years have you been teaching?_____

Type of teacher:

_____Mainstream classroom

_____ESL

_____Other (please specify)_____

If ESL, please describe the nature of your program (e.g., content-based, thematic based, pullout, etc.) and the number of hours per day:

_____

_____

_____

_____

_____

What grade level(s) do you teach? (Check all that apply)

K____ 1____ 2____ 3____ 4____ 5____ 6____ 7____ 8____ other (please specify)_____

If the language(s) of instruction is other than English, please specify what language(s):

_____

Percentage of time per week spent in the language(s)_____

Questions

1. Many people have said that ESL students need to learn a particular style of language in classrooms, called "academic language," meaning *the type of written and spoken language students need to successfully participate in academic tasks in the classroom.* Please give an example or two of academic language from a recent classroom lesson of yours.

2. Describe how one of your ESL students, whom you consider to be a good writer, effectively uses language.

3. Take a moment to think about an actual ESL student of yours who you think talks about academic topics effectively. What does this student do that makes him or her a good speaker?

4a. Do you sense that some of your ESL students have enough English language skills to make them understandable in situations outside the classroom, but are not succeeding academically in school?

Yes ___ No___ Don't Know___ **If you answered "yes," please answer the other parts of Question 4. Otherwise, skip to Question 5.**

4b. Do you think ESL students' difficulties in the classroom are due to their need to develop better academic language skills? If yes, how so?

4c. Can you describe the particular difficulties that an ESL student has or had with academic English?

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5. If another teacher asked for suggestions about how to assess the academic language abilities of his or her ESL students, what suggestions would you offer?

6. How do you assess a student's knowledge of academic content if the student does not have the English language skills to express it to you? Are there some subjects for which it is easier than others? Can you give an example?

7. Based on your experience or discussions with colleagues, do non-ESL students seem to have similar problems with academic language? If yes, in all areas? Which ones in particular?

8. Do you explain to your students that, in order to succeed academically, they need to learn how to use a particular type of language in the classroom that differs from "social language?" Yes___ No___ If yes, please give examples.

Additional comments (attach additional sheet if needed):

Would you be willing to take part in a follow-up phone call to discuss some of your responses further?

Yes___ No___ If yes, please include your day and evening phone numbers and the best time to reach you.

Day telephone _____

Evening telephone _____

Best time _____

If you would like a summary of the findings of our study, please check here ____.

Address: _____

_____

_____

_____

Thank you very much for your responses. **Please return this form in the enclosed envelope by July 15, 1994 to Nancy Rhodes and Jeff Solomon at:**

Center for Applied Linguistics
1118 22nd Street NW, Washington DC 20037
TEL (202) 429-9292 • FAX (202) 659-5641

APPENDIX C

COMPILED DATA FROP ALL QUESTIONNAIRES

SURVEY RESPONSES

1. Many people have said that ESL students need to learn a particular style of language in classrooms, called "academic language," meaning the type of written and spoken language students need to successfully participate in academic tasks in the classroom. Please give an example or two of academic language from a recent classroom lesson of yours.

#1: -alternate reading with your partner
-report to the class about what your group found
-list causes and effects for WWII
-predict what the outcome of the O.J. Simpson trial will be
-paraphrase what you just read/heard

#2: What is a noun? What is a verb? Find the organizational structure of the reading? How many paragraphs give the background? etc.

#3: NO RESPONSE

#4: Our school is new and non-traditional so I'm not sure this survey applies to us. ESL students are doing very well in class. Even our beginners can do K-1 because of the techniques of the regular classroom teachers.

#5: How can living things be grouped? Traits describe a thing, or tell what it is like. Scientists classify living things into large groups called kingdoms.

#6: NO RESPONSE

#7: In math lessons students need to learn the mathematical tenses. My 3rd graders whom I help in math, have learned the English terms for + "plus," - "minus" (or take away), > larger than and < less than. Also, when learning money they've had to learn the names of American coins and their values, ex. dime.

#8: 1) Compare and contrast the story of Thanksgiving (taken from Elizabeth Claire's "ESL Teachers Holiday Activity Packet") with "How Many Day to America: A Thanksgiving Story" (by Eve Bunting).
2) You are a piece of Thanksgiving turkey. Explain how you move through a person's digestive system.

#9: In comparing a previously read book with our present one by the same author, the students are learning how to complete a story map, to answer WH questions, and write answers succinctly, in a list form when possible. From the story map they will try

BIG BOOK, and will use a Venn diagram to note similarities and differences. All the activities will stimulate higher cognitive thinking and will familiarize the students with the story maps and Venn diagrams in their mainstream classes.

#10: Business English for students who will study accounting, economics, etc. Use of the word "capital." Technical language of the balance sheet.

#11: I teach basic concepts so that students will understand classroom directions. Recently we focused on spatial relations: over/above, under/below, behind, in back of, in front of, next to.

#12: NO RESPONSE

#13: Today we were looking in the dictionary and using guide words to help us locate definitions. For writing we are using journals for several reasons: to practice expressing our feelings, describing events, vocabulary enlargement.

#14: We recently had a series of reading lessons on skimming and scanning--looking for topic sentences and learning word meaning from context. I then transferred the context and topic portion to listening for in context and topic words. This seemed to facilitate in a small way their comprehension. The subject of social studies is their most difficult subject because of its strong cultural base.

#15: In ESL, the language I use is tailored tot he students' understand. One main problem I see in the students' mainstreamed classes is that the teacher simply speaks too quickly, and our ESL students can not understand.

#16: Lesson: Learning the three branches of government. Academic language: executive, legislative, judicial. The language my students speak do not have these words. The students have no reference for this vocabulary. They easily memorize the words and their meaning but often do not understand the concept.

#17: Following directions. Use of prepositions. Above/ below, belong/does not belong.

#18: One of the first and I feel most important thing I do is teach all the commands teachers use in the classroom daily. Then I teach directions so students can understand what to do on papers (circle, match, doesn't belong).

#19: My last thematic unit was on "ands". The students had to research a sub-topic and present findings to the class.

#20: Students use worksheets that have directions which need

to be decoded before they can complete the exercises.

#21: We will conduct a survey and illustrate our findings on a table. Discuss a food chain.

#22: I made a list of terms used in space. Solar system, stars, planets, etc. We had a test on it. I wrote a story with blanks. They filled them in. We also have studied about the inside of the earth--inner core, outer core, mantle, crust magma, mountains, explosion, lava.

#23: I believe that is a bogus concept. The teachers decide the type of language needed to survive--their classrooms--not a label.

#24: K-1 class use of the words "point" and "trace."

#25: All language is academic language. Discussion of the reading process. Discussion of the cueing systems of language.

#26: NO RESPONSE

#27: Az. student assessment plan tests are used as teaching devices--grades 2-8--in reading and writing and math. CALLA lessons arranged around the 6th grade social studies text.

#28: Sentence and paragraph construction. Capitalization and punctuation. Vocabulary development.

#29: We spent class time today discussing "cultural diffusion" and how they might see the word "diffusion" in a science lesson also.

#30: At kinder, there is very little of pure academic language--I work with "playground English"--naming common objects, etc. They are just beginning to learn the language. We do lots of songs and fingerplays--build common experiences so we can talk about them.

#31: Grade K--shapes: triangle, square, circle; math: more or less; science: seed, sprout, life cycle.
Grades 1&2--community; transportation; market; habitat.
Grades 3&4--continental shelf; intertidal zone; oceans and continents; compass rose, etc.
Grades5-8th--nutrition, protein; carbohydrate; vitamins and minerals; grams; liters.
Please note: This is language taught at intermediate ESL level; I have excluded the extensive content-based "academic language" taught in the sheltered social studies class that I teach.

#32: Language needed to perform and discuss a lab based on

the topic of electrical circuitry/development of a written lab report. Locating, plotting (latitude and longitude), discussing ancient native American civilizations.

#33: Several of my students were confused about the difference between fact and fiction. We had a short lesson discussing this subject. They were then able to do classroom assignments that had been based on this distinction.

#34: For beginning ESL--(those with no English) learning such things as 1) classroom objects-pencils, desk, crayons, etc. 2) things like "standup, raise your hand, open your book" etc. 3) learning how to say "may I go to the bathroom?" or "May I sharpen my pencil?", etc.

#35: NO RESPONSE

#36: Note: I am basing these answers on my high school classes only. I use American literature extensively in my high school class, so I routinely use terms such as "elements of a short story: plot, characters, setting" or talk about point of view, theme, use of [?], etc. in analyzing a piece of literature with my students. I also teach my students how to respond to test/essay questions in their classes by helping them learn to understand the question and the type of response being elicited, i.e. "list, describe, outline, compare/contrast, summarize, elaborate, support, explain, etc." All require different types of answers regardless of the subject matters, and students need to understand the differences. Another example would be math--terms which need to be explained so students can translate them to their own language and use them.

#37: NO RESPONSE

#38: The food web--identify which of these are producers, herbivores, carnivores and omnivores. What happens to the carnivore/producer population if the herbivore population is decreased because of disease? (4th grade science text). Pictures of wheat, corn, mice, rabbits, deer, hawks, fish, insects, bear, leopard, people, rats.

#39: Current further publications deal with 1)school survival English 2) communicating with mainstream students and sensitizing them to ESL/LEP students--3)gradually introducing "academic language" oral and written.

#40: We have been studying the water cycle with 2-4th grade students with the help of a song by Tom Chapin called "The Wheel of Water." Academic language in that lesson consisted of evaporation, condensation, humidity, precipitation--all presented in a hands-on fashion.

#41: Lesson on sentence parts--we used the terms "subject" and "predicate". We read two similar stories and I explained the meaning of "version."

#42: Study--creative dramatics to show meaning of the word homework--collect-mark-return to students.

#43: Please categorize the plants into field or horticultural crops. What are the effects of not following safety rules?

#44: I have been teaching comparison/contrast written development of paragraphs. The terms comparison and contrast needed to be introduced with examples of each. I also used a Venn diagram to make my point as the pre-lesson activities.

#45: Vocab. issues: use of "pick" or "choose" in social language vs. "select" in the classroom; "show" vs. "indicate"; explanation of test language such as "corresponding item."

#46: Students who had recently been on a field trip to Mount Vernon were asked to make a web about the trip as a pre-writing activity. Students who had recently read several stories about giants were asked to compare the qualities of two giants from different stories using a Venn diagram to show similarities and differences.

#47: Students must understand and identify characters, setting, problem and solution during reading discussion.

#48: Rate the following in order of preference. Underline the nouns; circle the verbs. Change these statements to questions using who or what as object.

#49: Categorize, compare, indent/margins, history/sequence.

#50: Give evidence to support your position.

#51: I can't. But, if we believe that language development has cognitive implications for the learner, does that mean the development of this particular type of language, "academic lang." impact or affect students' thinking process differently, or positively, or better than does the "non-academic" language?

#52: N/A FOR MY CLASS.

#53: Examples are in Addison-Wesley's Algebra text--in Spanish.

#54: NO RESPONSE

#55: Brainstorming on a topic such as friendship, outlining

ideas, creating a thesis statement, main points to support it, rebuttal and conclusion, revising, small group roles: timer, speaker, listener's approval or disagreeing tactics.

#56: One of the students I work with is ESL. I try to model specific correct speaking English when he say something grammatically incorrect.

#57: N/A

#58: NO RESPONSE

#59: Math: greater than, less than, plus, minus, equals. Social studies: direction words--north northeast, east, southeast, south, southwest, west, northwest.

#60: In a recent lesson that combined the present progressive tense and telling time, students learned to read the numbers and learned the vocabulary needed. (i.e. hand of the clock, face, chime, second hand).

#61: Reading strategies--visualization, summarization, prediction, global understanding, characters, motivation, conflict, resolution, etc.

#62: This was from a fifth grade classroom teacher: Take notes in phrase form on a separate piece of paper as you use each resource. From 5th grade text book on Magellan: The discovery of the New World on the other side of the Atlantic was a disappointment to those who had hoped to sail direct to Asia.

#63: Terms: the writing process (steps), prewriting, drafting, revising, proofreading and editing, presenting, tenses, topic sentence.

#64: Last year I taught 3 second year student with the goal of making topic taught in the 4th grade curriculum more accessible to them. These topics included the "Middle Ages" and "Maya Indians". The study of both topic requires a specialized vocabulary.

#65: Stating an opinion of someone else--the student didn't know the language "Other authors have stated/believe" or "there are several different opinions on this topic." Also stating the student's opinion is necessary.

#66: Civil War lesson includes: new vocabulary (slavery, supply lines, Civil War, etc.), comparisons (North and South), and economics (some basic principles.

#67: I teach social studies, words like "label," "compare," and "summarize" are often used in a lesson.

#68: Our graduate students, for the most part, teach in surrounding school districts. Some are from Puerto Rico and teach with provisional certification. Several are from Japan, Taiwan, and Portugal. The errors they make are mostly in the writing of English. My courses are general to helping them understand content in English (which they know in their languages). Academic language such as philosophy (education) poses a great difficulty for some. The concepts ar new for the students and new language must be learned.

#69: The electoral college voting structure vs. direct popular election. The series of checks and balances in federal government.

#70: Grade 1: I know a house is a place where I live. In y book I see some pictures of animals. Listen to this story and look at the pictures to find out about animals' houses. (To go with story A House is a House for Me. Grade 3: Do you agree with Alice's grandfather that everybody should do something to make the world better? Tell me why.

#71: My students had to role play a problem situation and while doing the role play they worked on "academic language."

#72: The type the students use and I use formal and informal English. This a difficult question to answer.

#73: Grammar, nouns, adjectives in language arts. Nutrition, carbohydrates, vitamins in science.

#74: I feel this applies mostly to written language. Math word problems: these give my students great difficulties, ie, if the length of the garden is 6' and the width is 4', what is the total area? Words such as "take away," "combined," "all together," etc.

#75: Scientific language: in the science lessons there are a variety of terms needed for the mastery of that subject. Historical language: providing the instruction of past event in the history class.

#76: From Windham's Program: Observations of science classes. Primary: I am myself--class centers on vocabulary of descriptive appearance, likes and dislikes and family. Intermediate: Environmental studies of The Planet Earth and the town where the children live. Vocabulary of pollution--decomposition time of different materials and things to help.

#77: N/A

#78: Since I am not currently teaching, the best way for me to look at this is to think of what it would be like for someone

to be transported to another country, whereby they could transfer their job description and skills only everything is in another language. This would be extremely challenging even if we already have the prior knowledge. Imagine what it is like for a student coming here who may not have the benefits of a bilingual program.

#79: In my social studies classes, students are asked to interpret data from various graphic forms--charts, tables, graphs, timelines, lists--and come up with some connection so the names of each tool and what "interpret" in this sense means is important for students to group. Students are also asked to "assess the extent to which a particular statement is valid." The meaning of the underlined terms is crucial.

#80: I taught present tense third person singular "s" endings; students responded orally and in writing. Students learned short answers with "does," "do," "doesn't," and "don't." Thios was taught in a game format with teams. Students answered questions orally.

#81: Computers require specific vocabulary. "Put the floppy disk in the A drive and close the latch." "Be sure to check the spelling before printing your document."

#82: In my 6-8th grade groups, when we work on content area studies I help my students take the needed vocabulary and place the words in context. For example, in developing an essay on "balance of powers," "checks and balances," "three branches of government," students would need to know how to develop sentences: the three branches of government, as written in the constitution, contain a series of checks and balances, etc.

#83: Compare the two stories. What was the same and what was different. Predict what might happen in the story.

#84: Simple present tense "s" with vocabulary: 1--Blood circulates throughout the body in tubes called blood vessels. 2--Each time your hear beats it pumps blood through the body. 3--Blood carries away waste products, for example, carbon dioxide and waste heat. 4--The circulatory system has two important functions.

#85: Math--measurement units, ie, 12 in.=1 foot, 16 oz.=1 lb., and application in word problems. ex--Measure to the nearest centimeter. How many inches in 2 feet? Which weighs more--an apples of 2 pounds of spaghetti? Social studies--study of corn. Native Americans, natural resource, where did corn come from? What products use corn? What do we know about corn? What do we want to find out about corn?

#86: In a theme cycle on rain forests with 3 and 4th grade students: Let's compare the trees, leaves, seeds, weeds, flowers,

etc. in the forest next to the school with what we'd find in a tropical rain forest. If 80 acres of rainforest disappear every minute, how many acres are being cut down or burned every day/every year?

#87: Math--Problem solving vocabulary used in directions to students in a specific lesson on measurement. Written directions in text and tasks assigned. Science--Oral language used by teacher to direct a lab experiment that was highly science loaded vocab.

#88: Social studies--primary source, secondary source, chronological order of historical events--students must be able to interpret a timeline of historical events.

#89: Lesson: The food pyramid, using Healthy You, Happy You plus materials from the mainstream 2nd grade. Students: 1 first, 2 second graders. Academic language: As they looked at the mainstream materials, they discussed underlining, circling, and crossing out. With the HY,HY materials, they talked about the differences between fruits and vegetables, using "school concepts" of where the food grows and where it goes in the pyramid rather than "home concepts" of whether it's main dish or dessert, or eaten hot or cold.

#90: Vocab. words as they relate to an academic subject. Vocab. Bingo--students find words in an upcoming reading story that they do not know. we use this student generated list in Bingo prior to doing the story to help the students become familiar with the words. During the game meanings and multiple meanings are discussed.

#91: 1st grade lesson--cutting a pumkin, students dictated a LEA story. Academic language involved sequence words ,eg. first, next, then, finally. 2nd grade--animal characteristics in comparison/contrast. "Owls have feathers but cats have fur. Owls have bones and cats have bones too." 5th grade--discussion of two characters in a chapter book. Sort the vocabulary used to describe the two characters: scowling, jeering, limping, European, heathen, etc.

#92: Use of the word "column" in math. Use of the word "table."

#93: Studied about endangered species and the environment. Learned names of animals and where they live. Used Oxford Picture Dictionary and library books as a resource. Used scholastic illustrated books also.

#94: 3rd grade--Construct a pictograph using the data from the table. 1st grade--What characteristic or attribute do these members of this set have in common?

#95: Our elementary school program employs many whole language strategies. Our emphasis is on a literature based approach to instruction. ESL teachers support the mainstream curriculum by emphasizing the literacy skills based on student English language proficiency.

#96: The use and understanding of terms in a regular classroom. After reading a story about ants, we enriched it by writing a report. We planned, brainstormed, webbed, outlined terms used in regular classrooms. The ESL children were introduced to the terms and we used the terms in practices to write a report.

#97: Describe the similarities/differences between the two tales. Explain the terms: climate, location, etc.

#98: I agree that ESL students need to learn social studies academic language. In a recent lesson on early Americas, students needed to learn: society, migration, culture, occupation. In a geography lesson related to early Americas, students needed to locate rivers, lakes, canyons, mountains--and needed to see visuals on this. Contributions, achievements are others.

#99: In a lesson related to building an aquarium the students had to use the following: What effect does temperature have on the fish in the tank? How many fish can a ten gallon tank safely hold? Find the ratio of fish to water.

#100: Students had to find an editorial in newspaper list opinions and facts found therein. Story about boy who races--student had to learn vocabulary.

#101: Water is a liquid. Ice is a solid. Water freezes at 32 degrees F or at 0 degrees C. What strategy or strategies did you use to figure out this word?

#102: A basketball star from Ukraine had to learn with difficulty that "guys" was ok on the basketball court, not in academic writing.

#103: NO RESPONSE

#104: Oral--Farmers raise cows for their milk and meat. Written--Cattle are raised on the farms in order to provide a living from the sale of beef and dairy products.

#105: NO RESPONSE

#106: Science--"classify, scientific method, variables." Math--"average, how much more, total, difference." Social studies--"boycott, tariff, democracy."

#107: Academic language is formal language used in formal writing, instruction by teachers, etc. It's not usually used on social occasions between friends. Ex:The sum of 1+1 is two.

#108: Academic language can be described as how teachers, texts, standard tests, phrase what they are expressing. Photocopied sheets are handouts. Tests ask you to discuss, explain, etc.

#109: Academic language is more formal and, certainly less national/situational. More directions involved from K on up.

#110: Academic language is the accumulation of language that has built up as the result of being schooled in a particular culture. It is required for the building of a frame of reference of social, political and economic issues.

#111: Academic language would refer to words such as metaphor, simile, and other literary terms, as well as words such as timeline. They are words that students are expected to know.

#112: Academic language is often more easily read than heard. It tend to use jargon and may be stilted. It often differs from "real" language in that people outside the field have difficulty understanding it.

#113: Students in high school must learn to write a 5 paragraph essay. The ideas of theses statement, main ideas, supporting ideas, and conclusions can be no more than 1-2 sentences for a student who just wants to turn in an assignment, or quite detailed for an ESL student who has more appreciation for the importance and value of written English.

#114: According to the survey, the following examples of immoral behavior are....

#115: Academic language is different for each core subject. Math includes: graph, paper, protractors, addition, etc. History includes dates, places and events--constitution, amendments, etc.

#116: Academic language would refer to the technical words used in a classroom or content are such as equation, parabola, or substitute in algebra.

#117: The following steps, fill in the blanks, P.E., media center. Various terms in specific content areas also, such as calculate, multiply by...sentence, outline, etc.

#118: To me academic language is well learned language. It is content area language as well as well spoken and well written flawless language.

#119: Academic language is the language of lecture and of textbooks. It is filled with expectations of prior knowledge and background and cultural uniformity. The vocabulary can be very technical and is topic-specific.

#120: Summary--acknowledgements--glossary, headings--in context.

#121: Academic language is the vocabulary, structure and tone used in oral discourse in the classroom and in written texts. Oral: What would be an example of the application of this formula? Written: It was ratified ten months after Reconstruction.

#122: Writing instruction uses the writing process format. The students need to be familiar with all of the academic terms used in the writing process. Class presentations require that the student speak well enough to be understood by his/her audience.

#123: Technical language in textbook on content. Math--difference, product, sum. Social studies--BC, AD, government terms: house, senate, congress.

124. Positive, negative.

125. NO RESPONSE

126. We did a lesson on classroom objects. The blackboard, chalk, desk, etc.

127. NO RESPONSE

128. NO RESPONSE

130. My last students were first and second graders in a full bilingual class. Their knowledge of English was so basic that we were basically involved in simple communication.

131. Compare and contrast; describe.

132. Writing a summary on a reading passage discussed in class. Taking notes on a reading passage.

133. "Let's break down into groups and work together with a partner to describe each other's favorite pastime. First discuss, then work cooperatively to write an essay of less than 50 words."

134. NO RESPONSE

135. Analyze; compare and contrast.

136. I use a homework lesson each week called "quote of the week." I use a new quote every week. The students have to paraphrase the quote; give an example of the meaning using their life, books, or the lives of others; and explain why the quote is important or not. The quote usually has symbolism or academic language that the students generally have to look up. They have found this challenging.

138. N/A

141. In one activity that serves as a precursor to group work/discussion, students are informed of question/interview strategies with concentration on how to elicit factual data and more [?] opinions.

142. I have taught a physical therapist (from Peru)--using his text in English. I am teaching an accountant from Venezuela. I have worked with an ambassador from Spain.

143. I explain that in academic writing, we refer to texts we write about in the present tense. For example, we write: "Cisneros suggests," not "Cisneros suggested".

144. Using English to explain math problems while writing on the board.

145. The grandfather is kissing the baby. Could you please tell me how to get to....?

146. Our program does not focus on academic language, and I am teaching beginning level ESL, so this question does not apply to me. However, my school does have a TOEFL preparation course, and it's possible that the teachers use more academic language in that class.

147. A list of verbs was written on the chalkboard. Students were asked to fabricate a story using these verbs. Students were given a list of sentences. They were to form paragraphs by arranging the sentences in the correct sequence.

148. From 7th grade: Who is he? He's my father. What's his name? His name is Paul. Where is he (in this photograph)? He's in Paris. What's he doing? He's standing in front of the Eiffel Tower. Review of verb--to be. Positions of prepositions.

149. Most mammals are born alive. Two exceptions are the duck-billed platypus and the spiny ?. These mammals hatch from eggs. Once hatched, they are nursed by their mothers.

2. Describe how one of your ESL students, whom you consider to be a good writer, effectively uses language.

#1: She is able to organize her ideas, use transitions to move from one idea to the next and has started to use the thesaurus for synonyms.

#2: Includes feeling, opinions, adjectives which enliven the writing.

#3: NO RESPONSE

#4: I have only had these children 6 weeks and none writes well yet.

#5: NO RESPONSE

#6: NO RESPONSE

#7: One of my students successfully uses written English to express herself about how she feels, describes the pictures she draws and writes stories as well as the endings to stories I read to my students (predicting).

#8: The student writes clearly and maintains focus. The student uses examples effectively and appropriately.

#9: Christine, a 3rd grader and an advanced ESL student, has improved her writing tremendously. As a result of our classroom use of synonyms and antonyms, she is expanding her writing by using synonyms, etc. as well as more detailed adjectives to make her writing more interesting. She also now uses colloquial speech and idiomatic expressions (we keep them on walls) to color her writing.

#10: They write directly, using fairly simple constructions, and are aware that they cannot translate from their language into English, so they learn the English forms of expression more rapidly.

#11: This year I don't have any students past second grade. In the past, my good writers would use dictionaries and other books that contain frequently used words to help them with their writing.

#12: NO RESPONSE

#13: Thao thins and plans mentally before beginning her writing in English. (She already is fluent in Vietnamese, bright and motivated). She works on the mechanics (conventions) of her writing. She tries to incorporate idioms, conversation and other new ideas into her writing. She makes sure that she understand

the directions before beginning.

#14: One of my more successful middle school students utilizes analogies quite often when she cannot remember the exact English word. She also will use several adjectives in describing whatever she is talking about so that the reader can comprehend her intent.

#15: Most all of my student this year are in the early levels of language development. As writing skills develop later, this is not possible to accurately determine.

#16: This student constantly adds new vocabulary to her writing. She writes down new vocabulary heard during a week, learns the meaning, and makes audio cassettes to listen to while she does chores. She always finds a native speaker to correct her writing. Her writing uses simple sentence structure but the message comes from her heart.

#17: The student is able to communicate his/her thoughts.

#18: He uses good grammar, proper syntax, has an adequate vocabulary.

#19: Uses details. Well-organized ideas--beginning, middle, end. Descriptive language.

#20: Hugo, a recent arrival (1 year, 2 months) uses English to write stories. He writes stories about his home life and family. He then gives me the stories to read. He does this writing at home.

#21: He uses a lot of conversational phrases to make himself understood.

#22: Brenda wrote a paper (one page) on volcanoes. She used the books I loaned her for her information. She also drew pictures, reflecting what she saw in the books. She is able to follow my discussion and answers questions.

#23: Grad. student: The way native speakers do, but often more effectively.

#24: He uses simple sentence structures so he doesn't make too many mistakes. He writes much like the way he talks.

#25: NO RESPONSE

#26: My K-6 students are beginners and do not write standard English. We use writing process and "invented spelling" which has improved the writing of this age/level student 100%.

#27: Writing is indistinguishable from that of non-LEP students in a "blind" situation.

#28: A recent lesson on oral interviews that were tape recorded gave the students an opportunity to practice listening to different people speaking and then to write up the information. Prior knowledge and practice enabled the students to write this independently, make a bulletin board display of new "friends" and then write thank you notes.

#29: A good writer has learned the conventions of the written language, i.e., phrases that are appropriate for introducing an essay or bringing one to closure.

#30: N/A--They drew a tepee and wrote "tepee."

#31: a nine year old boy, who came with no exposure to the English language from Paraguay one a half years ago, has been able to produce 2 research reports based on areas of interest that were elicited from reading 2 books from the Magic School Bus series. These reports were developed via the use of the student self-selecting a topic, generating a semantic map of questions to be answered, conducting research in the library, writing first and second drafts, and typing the final copy. A bibliography and author page was also part of the project. Because of his intrinsic motivation he was able to develop papers that showed not only an effective use of language, but learned important information specific to his chosen topics, as well as to utilize his extraordinary ability to use his native language and transfer those skills to his L2.

32: The student is able to develop a topic sentence and provide details/examples/evidence to support the statement. The student's writing is both clear and concise.

33: One of my second grade Japanese students is able to write creatively and descriptively. Giving a situation (or subject), she can then expand upon it or use it as a springboard for her own ideas. She writes with humor and great style, although she does make grammatical errors.

34: My third graders are only beginning to write 1 or 2 sentences to describe a picture.

35: NO RESPONSE

36: I don't have any currently. However, in recent years I have had students who used metaphors and similes very effectively in conveying personal reactions to literature or in discussing personal goals. I have also had examples of insight into a character's motivation (in literature) expressed in a very effective way by students, although the sentences were not

syntactically or grammatically perfect. I focus on content first and form later.

37: NO RESPONSE

38: Expresses details, opinions and "flows" unselfcritically, compared to students hesitant because of fears of failure or no confidence in the worth of their own ideas.

39: N/A

40: One of my students used language effectively by transferring knowledge from her first language and applying it to English written skills. Her L1 writing skills are extremely well developed and therefore she is a good writer in English (even if her spelling is lousy--but who cares--hooray for spell checkers!)

41: NO RESPONSE

42: When answering a written question, student uses many of words in the question to make up answer sentence.

43: The student self-corrects, rereads, uses novel construction.

44: My student uses descriptive language much as an artist uses color to enhance and enliven an image in a drawing. She is an artist of exceptional talent and extends this ability to her writing assignments. She also used a bilingual dictionary and although she is not always accurate in the selection of words, she takes risks and when she makes mistakes, she learns the correct usage in context for her next attempt.

45: She reads teen novels a lot, and makes a concerted effort to apply the new vocab. in describing her own feeling and opinions, rather than using the ESL standard good/bad/nice/sad.

46: Narisco C. can: write a story or retell an event in proper sequential order (beginning, middle, end); use adjectives when describing something; write from his imagination as well as from experience; write in various forms (paragraph, letter, poem) as appropriate.

47: Uses appropriate content vocabulary such as <u>capital city</u> or <u>climate</u> in a sentence that suggests understanding. That would include supplying additional vocabulary such as the name of the capital city and words like "hot," "rainy," etc.

48: She writes as she speak--in clear coherent phrases.

49: Limits self to topic. Uses dialogue in narrations. Uses correct grammar, complete sentences.

50: The student has the vocabulary to write a story or report, but has difficulty with grammar, syntax, and clauses.

51: N/A

52: N/A for my class.

53: NO RESPONSE

54: NO RESPONSE

55: 1) as negotiator--in small group discussions, students rotate roles and take noted before making final decisions. 2) as debater--team member and leadership practice.

56: He is good at writing dialect though it isn't precise.

57: Orally--can communicate but drops inflections. Reading--same as above. Writing--far better than the 2 above (this is probably because in our program a child is taught to slow down in order to analyze the spoken word).

58: NO RESPONSE

59: I consider a student who can write an idea clearly, keeping the idea in mind, to be a good writer. Often my second grade students will get bogged down in the act of writing and forget the idea that they wanted to express.

60: One of my Asian students is very hard to understand. However, he shows his command of English and grammar in his written work. He correctly uses idioms and shows humor in his writing. In my opinion, when a student understands humor in a second language that shows true understanding of the language.

61: Integrates/uses what has been learned orally and through reading into writing; reads critically and borrows from what has been learned in terms of authors' styles, etc; looks back to find/use correct spelling, new vocabulary; proof-reads and self corrects or asks for help; takes risks; sometimes inserts/intersperses L1 words.

62: Note: When my ESL students become, or approach being a "good writer" they no longer get ESOL services. They only receive services for minimal English proficiency--surface proficiency in listening, speaking, reading and writing. They become the sole responsibility of the classroom teacher. My ESL "good writers" can write about something we have actively done together or read, re-read and discussed thoroughly--very context-dependent language.

63: They organize ideas in pre-writing steps: outline or

web. They sequence and use their ideas from web. They have a topic sentence. They are not "hung up" on spelling during drafting phase. They revise.

64: I recently had a 6th grade French student who had some knowledge of spoken English, but had never read or written in English. Because she was determined to learn and had a lively interest in topics covered, she took time in the process, doing a lot of reading, thinking, discussing, writing, rewriting. She knew exactly what she wanted to say in French, had a well-developed vocabulary and was very attentive to grammar. Simple translation worked well for her--she easily retained new vocabulary items and new grammatical rules.

65: This student uses examples. His language is stretching to make analogies. I can see how he's using his imagination to create.

66: Since my class is a high school class, my good writers are quite skilled at writing using vocabulary, correct grammar, sentence variety, etc. I ask them to write on every quiz I give them.

67: Diana, an honor roll student, was able to learn key vocabulary in my class, to understand directions of an activity. She began to use examples and references to prior exercises/knowledge to explain answers. For example, in explaining the characteristics of a Russian leader, she'll use phrases, "like _____ in China" or "bad like hitting a peasant." She began using descriptive examples.

68: My answers are from my present experiences. The graduate students whose first language is not English often have difficulty expressing themselves orally and when writing. They need several session of painstaking assistance to help correct major errors. Gradually, most of them become more fluent when speaking and writing. Student who speak Spanish and Portuguese are more expressive in their writing than those who are from Asian countries.

69: They use the dictionary, write and rewrite, and often talk to the teacher about the assignment before handing it in for a grade.

70: S/he pays attention to the mechanics of writing. S/he uses a variety of interesting words. Sh/he makes use of straight line narrative style (beginning-middle-end).

71: My ESL student can successfully communicate with a pen pal by sending letters.

72: He uses language in activities to share ideas [?] formal

and informal language.

73: When he answers or writes, he uses academic language to identify the academic content.

74: PAGE MISSING--PHOTOCOPIED INCOMPLETELY

75: My bilingual students I consider that they are good writers when they are able to provide me with the basic idea of the topic they are discussing and are able to defend them.

76: All elementary students participate in writing workshops or interactive journals daily. Stress at middle high school level is geared towards writing educated opinions backed by factual information.

77: N/A

78: NO RESPONSE

79: Angelica is able to convey complex ideas clearly using a variety of sentence structures and high level vocabulary.

80: I wouldn't describe any of my students as good writers at this point.

81: He types fairly quickly, uses the spell checker to catch at least most spelling mistakes and reads aloud to hear what he has written.

82: When writing an essay or answering test essay questions, the student can integrate the vocabulary into sentence contexts, using the appropriate verbs and adjectives that are specific to the context. In addition to specific verbs, adjectives and complete sentences, the student can develop a paragraph.

83: The student used a very direct style, stating ideas simply so that errors with complex grammar structures did not interfere with the meaning.

84: Most intermediate students are not good writers yet.

85: She writes more fluently when she chooses the topic and is more familiar with the vocabulary. We use "process writing" method--brainstorm, write, read to a friend or teacher, revise, edit, publish sometimes. She writes as she speaks. She reads a great deal so she can self-correct many past tense errors, punctuation and capitalization.

86: He can describe the plants and animals found in the rain forest with errors in subject-verb agreement, use of the plural, definite and indefinite articles, spelling, but with language

that can be understood by a native speaker.

87: Can use vocabulary appropriately in a variety of written situations that express coherent thoughts with good form, function and use of conventions.

88: Marcelino can write good descriptive essays that describe scenes and situations in regard to sensory observations--what is seen, heard, smelled, etc. He has a god sense of the main parts of an essay and is able to construct a viable topic sentence. He stays on topic in the body of the essay i order to validate his topic statement. Finally, he understands the necessity to summarize and restate in his ending paragraph.

89: A fourth grade girl is moving to a more "academic" style from the type of writing that reads like speech: that is, she is consciously trying to vary her sentences, rather than one sentence of and...and...and. She looks for words which sound interesting and unusual. she asks questions like "how can I make this story more exciting?" "Can I put Spanish in to make it sound real?"

90: I consider a student a good writer when he/she can both read and understand what has been read. If a student has progressed to this point, keeping in mind my students are 9-11 years old, I feel they are effectively using language.

91: Good writers, in my classrooms, can organize writing in some fashion--usually introducing a topic statement followed by supporting details. Good writers use many examples, and are able to use specific (rather than general) vocabulary to describe. Signal words are used to indicate transitions and logical connections.

92: She uses the writing to send letters to companies whose product she is not satisfied with (i.e. Everready Battery).

93: Zeroes in on interesting vocabulary and takes note mentally. Tries to use words (2nd grader).

94: Student gives a topic sentence followed by details that support his idea.

95: At the elementary grades K-6 all students are involved in the writing process using voice-over IBM computers to facilitate fluency in writing. Students publish on a regular basis.

96: Same as question #3, with the addition of correct writing skills.

97: N/A

98: M, who has been in this country (from El Salvador) for 2 years, has excellent basic interpersonal communication skills. He questions words he comes across in reading, asks how to spell it, tries to figure out how words are used in context. When writing a paragraph, he uses notes taken in his own words to construct sentences.

99: QUESTION NOT AVAILABLE--NOT PHOTOCOPIED COMPLETELY.

100: Student in first grade illustrates and writes story.

101: specific vocabulary; idiomatic; "juicy" descriptors involving various senses; good grammar and mechanics.

102: NO RESPONSE

103: NO RESPONSE

104: This second grade student can get his meaning and depth of thought across better in writing than orally. He has been encouraged by his regular classroom teachers to use inventive spelling. He is able to do so very well since his ESL teacher of the previous year gave him good training in sound/letter correspondence. (The whole school used the Open Court reading program, published in LaSalle, IL).

105:NO RESPONSE

106: Searches for the proper word he needs to express his thoughts in the dictionary or by asking someone. Decides what he's going to write in advance--makes notes first.

107: My good writers really work to expand their vocabulary so that they don't use the same boring words continuously. They also have learned how to vary their sentence structure. In addition, good papers use a little humor so that the reader is entertained.

108: N/A I sometimes receive letters but we do not focus on writing in the conversation class.

109: I do not yet teach ESL, but, as a language arts teacher, my student from homes in which only their L1 is spoken have success in writing when they include their own experiences, thoughts, and ideas.

110: She is a good storyteller.

111: She takes her time to really think about what she is going to write. She also plans her work out (networking and brainstorming), and she never erases (I told them not to).

112: His mother values education, thereby reinforcing proper behavior and attention to school. Writing is valued and reinforced in the home. He is encouraged to write at home.

113: Practice, rewrites, asks questions--is not satisfied with understandable writing, but wants everything in standard English.

114: Organizes his thoughts, is careful, checks his work.

115: I believe he had a strong writing ability in his native language and the transfer has been natural.

116: Expresses ideas clearly, uses simple word rather than complicated words that he cannot use correctly yet, good handwriting, strong support from parents to excel in school.

117: She connects her thoughts clearly without a lot of "and"s and run-on sentences. Her writing is descriptive, not brief and choppy.

118: An 8th grade student of mine has solid academic language skill and is well integrated socially and culturally. Even though she has language problems she works hard and makes good grades.

119: While a good writer may not possess the structural elements of writing, he does have a way of communicating ideas in a meaningful way. Student A could write beautiful, creative stories about people in various situations, but has been afraid to do so outside of my classroom because of her many mechanical errors, which I did not dwell on, but other teachers did.

120: She has a good education in her own language (grades 1-3) and a family who is education oriented.

121: Rewrites, checks/self-monitors, plans using plan, uses dictionary, loves to read.

122: Good to excellent sentence structure. Some ability to "think in English" and thus does not hesitate to translate from native language [?] her writing is starting to flow naturally.

123: N/A

124. N/A

125. Students who can answer some questions fluently and can express themselves correctly.

126. In a paragraph they described their experience in the U.S. I didn't consider any of my students to be good writers at

the level they're in.

127. Students who can write sentences with correct grammar.

128. To know the basic rule for writing (introduction, body, conclusion and so on). To know a lot of phrases, conjunctions that are useful for writing.

130. None of my students were able to write in English.

131. Writes methodically but cannot speak well.

132. He writes his ideas in complete sentences. He also incorporates my comments and suggestions into his writing.

133. The student writes in a linear fashion, describes situations clearly and uses idioms on occasion. She is very clear in her explanations or descriptions.

134. 1st grade student can name objects they have drawn. Some can use subject-verb-object sentences to describe their pictures or their thoughts on an academic concept such as I hear music, or plants drink water.

135. The student is able to give a clear introduction with the theme idea in it. He supports this central idea with effective and convincing examples. He concludes the points made in a summary paragraph.

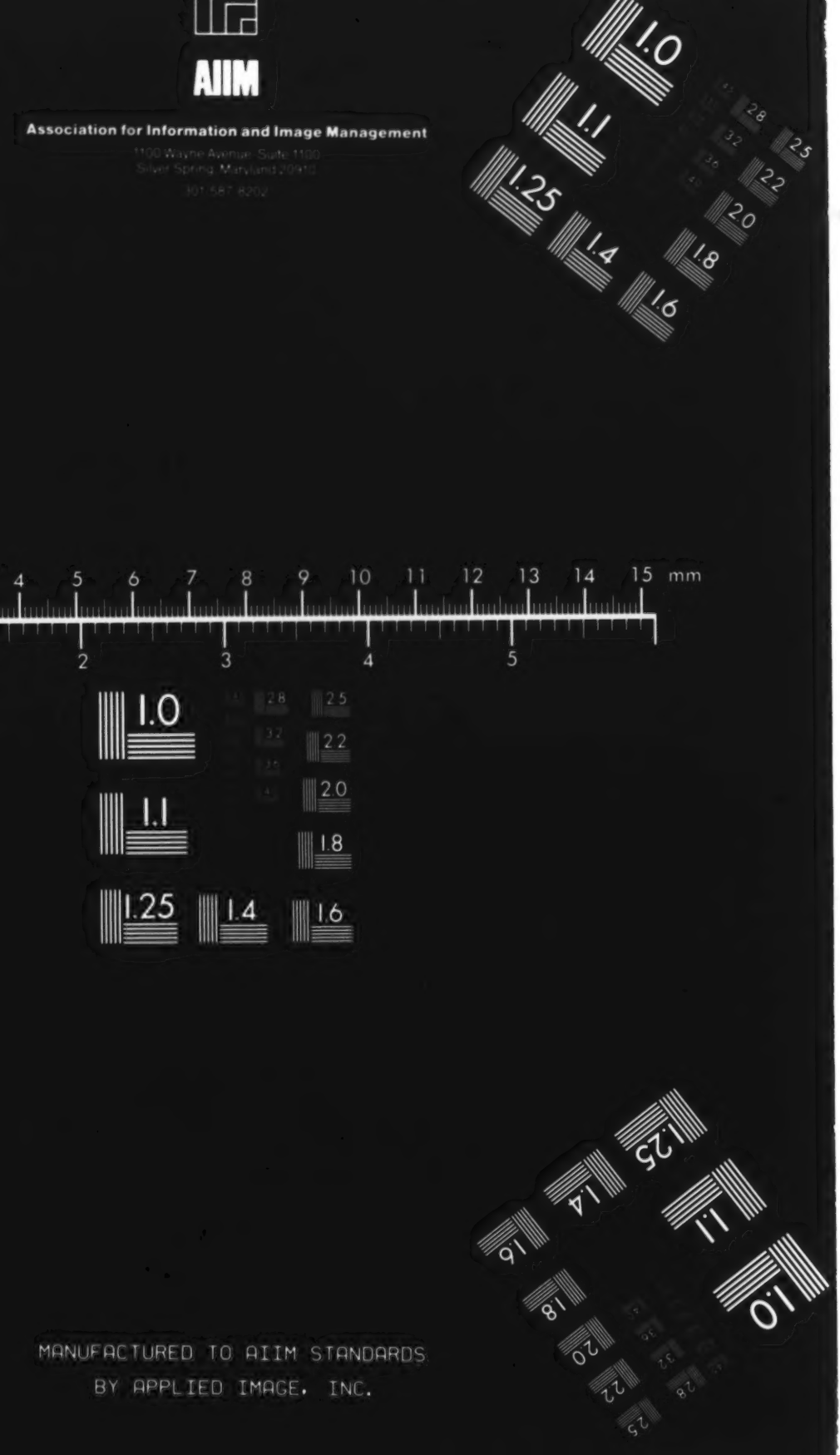
136. The students who I think are good writers know how to rad the question asked if need be, answer the question directly, and give proof. They will experiment with words that they haven't used before and know how to help others with their writing.

138. N/A

141. My best ESL students have not just a sure [?] at structure (paragraph, grammar, usage, etc.), but more importantly an ability to utilize strong verbs and specific nouns in describing people, places, things. They are also able to draw effective (accurate) [?] on more analytical papers.

142. I have only had one student that was concerned with writing. He wrote an autobiography and had me proof some business correspondence. He was very proficient--only a few errors with "he buy(s)" and an added "that": "I want that you go."

143. Many of my students reinvent figures of speech, both accidentally or on purpose. For example, one student wrote of someone "yelling at the top of her tongue," instead of "lungs."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o many of them have sentence and ph
ndard to academic writing but that
e importantly, interesting and flui

144. My students do not write in

145. This student would be able t
cher and write a short reply.

146. As I stated before, my stude
el. One student who is a good comm
rnal uses many adjectives to descri
ut. For example, instead of simply
s of her children, she will write t
girls" and "they have big eyes."
m big topics because of her limited
tionary use is apparent in sentence
much, but there are a economic no g

147. N/A for me.

148. not photocopied

149. not photocopied

hrase rhythms that are not
are still grammatical and
d.

English yet.

o read a not from her son's

ents are at the beginning
unicator in the dialogue
be whatever she is talking
telling me the names and
things like "they are very
She also doesn't shy away
vocabulary and syntax.
es such as, "I like Canada
ood. No chance."

Take a moment to think about an actual ESL student of yours you think talks about academic topics effectively. What does student do that makes him or her a good speaker?

1: He gives reasons for his opinions, tends to speak slowly repeat some ideas, uses eye contact, uses proper unciation and inflections so that it doesn't become tonous.

2: A real interest in the topic.

3: NO RESPONSE

4: They all communicate. Few have useful academic bularies yet. I plan to work with them on expanding and ding visual images. We do this with stories, dramas, vings, etc. We use no AV equipment, only human contact.

5: Not afraid or shy: asks many questions, very alert.

6: NO RESPONSE

7: My student has a good vocabulary in English and is able nterpret what he hears and reads and put it in his own words. student is bilingual and is able to think in English and no ger has to translate from his native language to English.

8: The student is able to correctly organize his thoughts. s able to effectively use examples. His fluency of English his correct use of grammar also contribute to his being a speaker.

9: Most of our students are showing signs of improvement and I think it's because we have begun to concentrate on uding who, what, when, and why in our writing (journals, ative writing), which has transferred to their speaking!

10: I cannot say any student of ours speaks about academic c "effectively."

11: NO RESPONSE

12: NO RESPONSE

13: Humberto is very inquisitive and curious. In fact, he er stops talking! He brings to the ESL class ideas he has rd or read from home, his mainstream class, TV, everywhere. wants to know about everything and isn't afraid to take risks. remembers and uses new words and ideas.

14: The above description in [question #2] would also

scribe this student's spoken English.

15: She is very organized in all aspects of her life and udies. This helps her to keep excellent records of what is pected of her in each class. This, in turn, makes it easier r her to explain what is required.

16: This student practices, asks a lot of questions, tries incorporate new ideas, listens and consciously works to prove.

17: Besides understanding the content the student is able to mmunicate it through the academic language.

18: He pronounces well. He knows enough vocabulary that he make himself understood.

19: Uses appropriate vocabulary. Asks thought-provoking estions.

20: Cristina uses academic English. When a grammar topic nes up in class she can explain to the other students the rule d why it is needed. She can also give examples of other stances where it is necessary.

21: Stays on topic and asks for help when he can't complete thought or express it well enough to be understood.

22: She seems to understand what is going on because she rows my books. We can then discuss it.

23: Grad. student: He has a point of view and convictions t he wants to communicate.

24: He uses simple sentences. He understands the topic.

25: Willing to take risks.

26: The concept and vocabulary have been learned well and ernalized. The student usually understands the subject matter their native language due to help and materials used at home.

27: See above [question #2].

28: I don't actually have anyone in this category, but the who comes closest is an older student who is willing to speak ut something even if he doesn't know the word.

29: He is able to reword the same idea in many ways, all of ch are accurate.

31: Another nine year old girl, who is part of the same ESL
up as the above-mentioned boy, is an extremely effective
aker. She is, however, about 2 grade levels below her peers
reading and writing, and is receiving intensive remedial
vices via Chapter I funds to improve her literacy skills.
s girl can recount information conveyed orally in an amazing
erent manner. To a certain extent, I believe that this
rmous capacity for recalling academic language so completely
conveying it so clearly is due to her level of interest in
material presented, as well as a matter of compensation for
literacy problems. In addition, her interpersonal
elligence (cf. Gardner) is absolutely astounding. She has a
ar sense of what her audience needs to know about a topic when
speaks to them.

32: The student is able to use vocabulary which is specific
the subject rather than broad or general terminology. The
dent is able to give evidence to support statements.

33: The student is able to use vocabulary and terminology
rned in content based curriculum in an effective way.

34: I have no one like this. All of my students have little
no English.

35: NO RESPONSE

36: I usually consider a student to be a good speaker in my
ss when he/she can argue a point effectively with me or
ssmates. This student shows me command of the language and
fidence in its use which enables him/her to "think on his/her
t."

37: NO RESPONSE

38: Has self-confidence, reads and absorbs information plus,
't afraid to ask questions or use a dictionary. Often re-
ds to get a clear understanding, which produces confidence in
aking. Has an attitude of joining in laughter if she makes
ers laugh by mistake, but most don't laugh because they
pect her.

39: N/A--but most likely attended preschool/K in English
ium school and parents fairly fluent in English, as well as
er siblings.

40: He uses many examples and when he cannot think of the
d in English he used many other words to describe what he
ually wants to say (eg, in talking about how you can fiy to a
ll space--he didn't know how to say "helicopter," so he
lained, "it's like a plane but the propeller is on top and it
go up and down).

41: NO RESPONSE

42: Listens well to verbal questions. Thinks for a short while. Questions teacher. Writes plan. Gets teacher's help to discuss/evaluate plan.

43: Summarizes well. Adds examples of the concept under discussion. Relates the material to her prior knowledge.

44: Not a current student, but memory tells me that the student, again, took risks. Even though he didn't have all the correct syntax, he was exuberant in his delivery of spoken language. Having limited vocabulary did not humble him.

45: He actively sounds like a talking book. He is bright and informed, which is important, but his wording and air of confidence give a credibility to what he say--it smacks of academic "author"-ity.

46: Sorry--drawing a blank on this one today.

47: Although the grammar would be "broken," the elaboration of his discussion on a topic would demonstrate understanding, not just a rote mimicry of the information. He would use the particular vocabulary in his answer, perhaps.

48: Communicates complete thoughts. Usually follows a logical progression. Doesn't take a lot for granted.

49: Ana thinks before she speaks. She listens to questions. Her language skills are strong enough that her replies are accurate.

50: The student has a good experience background and an interest in academic subjects to draw upon. The student is able to talk about academic subjects because he feels comfortable speaking English in ESOL. He is not concerned about grammatical or syntactical errors.

51: Organization of ideas, rhythm of delivery, eye contact, motivation.

52: N/A for my class.

53: NO RESPONSE

54: NO RESPONSE

55: The successful ESL student has learned to inspire him/herself about a topic, to develop it, and to see the other side of any argument he/she chooses to tackle.

7: Is able to communicate, understand and be underst

8: NO RESPONSE

9: This student may not have fluency to speak quickl
ill have structural difficulties, but is able to exp
f/herself using the academic vocabulary.

0: He has an excellent vocabulary and knows the voca
tent areas. He was able to verbalize why he put som
enn diagram the he did effectively. His oral comman
n is excellent--his reading and writing are low (Heb

1: Listens actively; questions; takes risks in tryin
nguage; relates academic topics to L1 background and
l to expand/check/clarify; paraphrases.

2: This student retells information that he has read
that he is very interested in. The student I'm thin
ifth grader who retold information he had read about
rd grade level text. He was able to argue contested
ation and support his argument with text.

3: Sticks to the point; uses concise style; plans th
tation and uses the plan.

4: The three students I mentioned earlier were given
abulary words designed to make the material more
tandable to them. The student who spoke most effect
the content of a chapter read for homework, for exa
the best verbal command of the language; b) had a v
evel of confidence; c) always did her homework. Rea
mprehending the text provided her with the structure
lary necessary to effectively discuss it.

5: He's able to inference and guess. Things don't n
lled out.

6: The student is able to articulate her thoughts cl
appropriate vocabulary. The student is easily under
ood pronunciation and intonation and inflection. Bo
ge is appropriate (eye contact, smiling, gestures).

7: Diana was 1) beginning to be able to answer a que
vocabulary words (not definitions) from a previous
ability to express reactions to an incident without
istance from me!!

8: I do not teach ESL students in elementary school

secondary school contexts. The students I teach whose first language is not English know English quite well. They need support, assistance for a time, and frequent opportunities to express themselves. Usually, if they speak well in L1, they adapt these skills to L2.

69: Tries and is not discouraged when there is a misunderstanding.

70: The student I have in mind uses many questions in his/her delivery. "How do you say?" "What is the...?" If the exact word is not in his/her repertoire s/he will talk around using the vocabulary s/he has.

71: My ESL student speaks slow and faces the person in w he is communicating with.

72: Uses many new words that her or she has learned.

73: He has just made a chart of nouns. This student mak good use in oral and written form of proper, collective, and abstract nouns.

74: Question not photocopied.

75: That student is able to communicate the thoughts eve grammatical errors occur. A student is a good speaker if he/ is able to internalize the material and then talks effective about it.

76: The writing exercises are preceded by discussion and brainstorming (webbing). By ensuring oral use of language, writing improves.

77: NO RESPONSE

78: Such a student would have strong skills in the nativ language so he/she could readily exchange or transfer knowled and a higher degree of native language proficiency to the new language. The student has a great deal of inner motivation a perhaps has found a way to ask for what she/he needs from teachers. His or her study of the language extends far beyon the classroom setting.

79: This student takes the time to formulate her thought before presenting them and will often make analogies to somet others are familiar with in explaining.

80: NO RESPONSE

81: Tries to incorporate new words into his speech. Ask for feedback concerning proper use. Listens to teachers and

82: The student can discuss the information in vocal
erms needed for that area of study. The student does no
n phrases only but can develop and explain ideas in comp
nought phrases and sentences. The student can describe
cientific process or historical happening from beginnin

83: The student uses examples and comparisons to exp
deas.

84: These students understand the material and are
ummarize it in their own words, rather than copy answers
ecite answers directly from the text provided.

85: Feels confident and self-assured. Speaks loudly
earned the information he wants to give to others. Uses
ids.

86: He stops on the topic, he uses adjectives well
ne listener what he's talking about rather than just te
ses native-like intonation.

87: Communicates with fluency, clearly and uses voc
n an appropriate manner in various contexts.

88: His pronunciation is clear and succinct. Rene
ural learner who readily accepts new vocabulary words a
agerly uses them in classroom discussions. Also, he ha
emory and very good aural discrimination skills.

89: She takes a moment to think! This third grade
enerally quiet (in Khmer, too, her mother says), but wh
eady to talk about academics, or anything else, she is
nd clear. When she isn't sure she has now begun to ask
nformation instead of waiting for it to appear, and thi
elped her express herself.

90: He/she demonstrates an understanding of what he
aying.

91: Same as above [question #2]--particularly the u
ffective and specific vocabulary.

92: She organizes her thoughts well before speaking
ne use of mapping and/or outline.

93: Uses words in complete phrases and sentences (2
rader). Thinks and spends time consulting references b
peaking. Has made friends gradually with students from
thnic groups. He Ghanian. They are mostly Latino.

95: NO RESPONSE

96: He understands basic concepts and shows understandi through examples, transfer, etc. He sees relationships of concepts, and can speak about the relationship. He can ment organize main concepts and supporting details. He may not b very fluent yet but the key words he chooses are concept wor and deliver the message that he knows what he is talking abo

97: N/A

98: M makes connections, asks questions, restates knowl can problem solve. Listens, asks for clarification.

99: not photocopied

100: Student uses oral English skills outside of school setting (has developed self-confidence).

101: He uses specific vocabulary (not this "thing"). H use more abstract terms, like "the soil eroded," rather than "washed away." He can describe a process clearly, well sequ and with explanation of cause and effect.

102: Good vocabulary. Thinks of various aspects and ca express them.

103: NO RESPONSE

104: She is an advanced level student who seems to internalize meanings and relate to others the facts she lear in her own words.

105: NO RESPONSE

106: Stays on the subject. Knows the subject. Is a go listener to me, the TV, other students. Looks us in the eye Enunciates.

107: They read a lot, which helps them get a feel for t language. It's not easy for them, but the more they practic speaking, the better they get. My good speakers really try to articulate well and get rid of accents.

108: I tried a 7th grade topic of Tom Sawyer as a cultu experience. Two of my students were able to follow the saga the white wash after I used TPR, retold the story, and we re together. They are smart women! They have courage to try.

109: She is enthusiastic and knowledgeable (same as an

110: They have been able to do this in their own langu

111: Rigoberto loves social studies and can speak to a
pic that has been discussed in class. Orally, he is easy
derstand because he speaks slowly and thinks about what h
nts to say. I think he speaks well because he has the ge
owledge necessary.

112: He's secure in himself and not afraid to make
ammatical errors as he speaks. He has received unconditi
firmation of his worth and importance in his home and in
assroom.

113: Such students always come back and ask questions.
nt to know how to ask questions and will ask the teachers
state their questions or oral presentations so they can
e teacher's language. They ask the teacher to listen to
i want feedback.

114: Organizes his thoughts--sees the whole picture, c
derstand more than one point of view.

115: I don't think I have a student who could!

116: Clear pronunciation of words, self-confidence, ge
owledge of grade-level content material.

117: I can't think of any!

118: As an ESL student, to be a good speaker, he/she h
ve self-confidence as well as good language skills.

119: A student who can talk about academic topic effec
es key vocabulary at appropriate times. The sentences
rrounding the vocabulary may not be grammatically sound,
e meaning is not obscured.

120: Confidence--self-esteem.

121: Uses props, effective group participant, speaks s
ks questions.

122: This student thinks in English (or at least is
tempting). Since he/she does not require time for direct
anslation of his thoughts form his native language to Eng
speaks well on his favorite academic subject.

123: NO RESPONSE

124. N/A

126. He continues to learn and become more effective.

127. NO RESPONSE

128. Eye contact. The competence to speak the content
story in the right order. Gestures.

130. N/A

131. He thinks about what his is saying, choosing his

132. I do not have a student who talks about academic
ctively.

133. The student is convincing, or tries to convince.

134. He was uses complete sentences to demonstrate his
ledge of a concept just recently taught.

135. The student uses appropriate words that are relev
topic. In other words, he knows the appropriate regist
in a particular academic content area.

136. She talks about the story we've read, referring
cts of the story as well as perhaps comparing/contrasti
ies we've read in the past.

138. N/A

141. ESL students who speak effectively are conscious
speak as what they say. One student in particular has
ed hard this past year on eye contact, articulation, vo
ection, etc., and his progress has carried over into th
ity/quantity of his information shared.

142. N/A

143. She thinks critically. She not only links the te
to her own experience but she compares and analyzes, r
resting, meaningful questions and drawing thoughtful
lusions.

144. Uses a wide range of vocabulary and is very liter
native language.

145. Uses the same tense as the question. Uses subjec
ement correctly. Generally uses correct word order.

146. The student I mentioned above talks in much the s

e might say somethin
ney..." Then, throu
at she wants to say.
express her opinion

147. N/A for me.

g like, "In Canada it's ha
gh negotiation of meaning,
At this level, her willi
s is the best thing going

h language skills to make them understandable in situations
e the classroom, but are not succeeding academically in
? If you answer yes, please answer the other parts of
on 4. Otherwise, skip to question 5.

: yes

: yes

: No response

: no

: yes

: yes

: yes

: yes

: no

0: no--just the opposite. They read and write
ically, but cannot carry on a real conversation.

1: yes

2: yes

3: yes

4: yes

5: yes

6: yes

7: yes

8: no--not usually. If they can make themselves understood
e they do fairly well in the classroom.

9: yes

0: yes

1: yes

yes

yes

no

yes

no

yes

no

no

no

NO RESPONSE

yes

NO RESPONSE

yes

don't know

yes

yes

yes

yes

yes

yes

yes

yes

yes

ESPONSE

ESPONSE

ESPONSE

does not apply to my situation.

t know

76: yes

77: yes

78: yes

79: yes

80: yes

81: yes

82: yes

83: yes

84: yes

85: yes

86: yes

87: yes

88: yes

89: yes

90: yes

91: yes

92: no

93: no--they don't have the skills.

94: NO RESPONSE

95: yes

96: yes

97: yes

98: yes

99: not photocopied properly

100: yes

3: NO RESPONSE

4: yes

5: NO RESPONSE

6: yes

7: no

8: yes

9: don't know

0: yes

1: yes

2: don't know

3: yes

4: yes

5: yes

6: yes

7: yes

8: yes

9: yes

0: yes

1: yes

2: yes & no

3: yes

4. yes

5. yes

6. no

. yes

. yes

. yes

. don't know (due to age group of students--5 & 6 yea

. yes

. yes

. yes

. yes

. don't know

. yes

. yes

. don't know

. no

. yes

1: Concepts, content, vocabulary, material alone are omplicated enough. The fact that they are expected to perform o many tasks to illustrate understanding and participation often verwhelms them. Academic language is important, but so is odeling what you expect them to do or showing them samples of ork you expect.

2: Yes--study skills in particular. Learn what is expected nd how to respond to the teacher.

3: NO RESPONSE

4: This depends upon the school. Our school is Waldorf-ased and I do not expect a lag in their classroom performance ased on an academic language barrier. We have no grades, only ortfolios.

5: Yes, my pull-out program does not allow me sufficient ime to develop skills, but I would zero-in on outlining, finding ey words, etc.

6: Some lack vocabulary necessary to understand the extbooks and sometimes the teacher. Some students appear to ave other problems that prevent them from being successful.

7: Yes. Some of my students do not have good academic kills in their native language or even a good first language. oth of these cause them academic difficulties in the classroom.

8: Many of our students speak well and exhibit good nderstanding of English but are not reading and writing well. his limitation causes them problems when faced with academic anguage experiences in the classroom.

9: This is particularly true, which is why I try to include iteracy/reading skills and vocab. as well as bar graphs (math) n our lessons. This is important for even our beginners who are articularly bright. However, for a recent arrival, who may also e shy, it is more important to refer and resort to survival kills, and leave academic language for later.

10: Not really.

11: Students don't know the vocabulary of academic language sed in the classrooms.

12: Although some students have sufficiently progressed in

13: Yes--I see them as feeling more intimidated and
ningly "helpless" in their mainstream classes as they com
nselves and are compared with other students. Often they
l up to the same academic standards as native English
kers, and their limited vocabulary/grammar/speaking skil
't provided for.

14: Yes. Many of our students are older (4th grade and
they enter the program and thus do not have the academi
ural base (such as social studies, science, written prob
ving in math and reading) to be successful in the mainstr
ssroom.

15: My students are actually succeeding, but it takes a
t deal of my assistance. Much of their difficulty is no
ed so much on language, but more on their lack of desire
rn and poor organizational qualities. They may also be
king strong motivational input from home. This probably
strongly to their culture and life habits.

16: Yes, and also understanding of the concepts words
resent. How--constant exposure and study of academic lan
meaningful way.

17: NO RESPONSE

18: If the students cannot speak, read or write, or kno
a little, naturally they are going to have difficulties
classroom.

19: In part, yes. To be successful in the classroom on
ds learning strategies to assist in learning content. Ho
otiate a social studies text, how to make the difficult
guage and ideas more comprehensible.

20: They might know the concept from their native langu
cannot transfer it to English.

21: Mainstream teachers make academic expectations base
dents' conversational ability in English. Students need
rn how to access academic language.

22: They need the "background experience" that Anglo
dents have received in earlier years of instruction.

23: No.

27: Sometimes. (There are many factors contribu
ficulties in the classroom).

28: NO RESPONSE

29: One example might be that they have to learn
o tenses signal to us as native speakers.

30: At kinder--they are successful in their nati
st are), but English?

31: Yes and no. Some difficulties are simply re
k of exposure to concepts in L1, or in the develop
quate literacy skills at home where parental invol
imal, due to the constraint of their jobs or other
ll other problems appear to be a lack of motivatio
t of the student, or a failure of the teacher to p
quate support and/or opportunities for learning ac
guage.

32: NO RESPONSE

33: NO RESPONSE

34: NO RESPONSE

35: NO RESPONSE

36: Definitely! I have had many students over t
converse easily with their peers--I cal that play
eet speech--but who aren't able to participate in
cussion in another classroom because of lack of vo
kground or shyness of speaking to "stranger" even
rangers" in another setting are teammates, etc.

37: NO RESPONSE

38: Reading academic texts takes five times long
vanced" ESL learner than a native speaker. Few st
that time; few MS teachers tailor the work to the
dents (grade 4 and above) fear laughter in academi
are conditioned by painful experiences to shut up

39: NO RESPONSE

41: Students must grasp academic language skills in order t
rstand concepts being taught in a school setting.

42: Comprehension/practice of academic language skills
ugh games of the computer.

43: No, they need to be better communicators, not especiall
academic language, but with language that is easily
rstood by others.

44: Yes, sometimes. Academic lecture pace is swift. There
ot much opportunity for LEP students to ask teachers to
at and/or go over what was said. Content area teachers
me students come from the same cultural reference points tha
do and it's not often the case.

45: Yes, but this is only the tip of the iceberg. Most of
tudents whose success in and out of the curriculum are polar
have learning disabilities that would be causing problems
rdless of language medium.

46: Yes, I think the lack of academic language skills is
n the source of their difficulties. They may know the basic
ual information that is being called for but not understand
they are being asked to present it.

47: I don't know. They're young, disinterested, uninspired
t get enough sleep, nutrition--good parenting.

48: In some cases yes, but more often it's not language, bu
tention to detail or unfamiliarity with general study skills

49: NO RESPONSE

50: Yes, in part they lack academic language skills, but
they tend to show weaknesses in reading and writing skills

51: I guess it's one of the factors, and maybe not even a
rity factor. There must be more real and urgent problems
: family environment, prior knowledge, or simply language i
ral.

52: I think it is a component but not the main driving
e. There are many other contributing factors, i.e., stress
sure, lack of support, lack of family involvement, lack of
ish discussions outside of the classroom, etc.

develop meaningful relationships as well.

56: He can get by. His English isn't up to par with oth native English speakers.

57: Books written in English are written for the child w was born speaking English. Since an ESL child has several ye "to catch up," obviously there will be some unknown sounds, words, phrases, idioms, and deep-rooted meaning in the texts.

58: Our students need vocabulary to understand instructi and to read text. Many have had little education in their ow countries--come here as refugees.

59: NO RESPONSE

60: NO RESPONSE

61: Many of my students have not developed skills in the first language. They enter school lacking basic concepts in and quickly fall behind. For many, bilingual instruction wou help as well as Head Start programs or "ungraded" K, 1st grad Also involvement of parents--explain school programs, etc. to parents.

62: Need to understand directions. Need to be able to r Need in depth understanding of vocabulary specific to topic b studied.

63: School is very unnatural to many kids. They are alw faced with thing they do not know and may tend to think they "dumb." The topics and organization of school turn off many kids.

64: Our students typically stay in this country for 2-3 years, only long enough to begin to be ready to acquire acade language.

65: Yes. Often these students do not participate in cla because they're not sure about what to say.

66: Yes. Some of them don't have the vocabulary needed analyze literature or do a verbal math problem. They do pick up eventually or they are not successful outside of ESL class

67: There is verbal success before written skills are

68: NO RESPONSE

69: There is just too much material and they need mor

70: Yes. They need to learn to think automatically a
thentically in English, rather than think about what the
say in L1 and then translate it into L2.

71: NO RESPONSE

72: Not always.

73: We study the academic language in Spanish and rei
in English.

74: not photocopied properly

75: Sometimes, but most of the time is lack of suppor
ople outside of school.

76: Students need more background knowledge in conter
d they need to see the relationships of content to becon
alysts rather than copiers.

77: The preschool age and K-1 young ESL students need
actice following 2 and 3 step directions. Some of them
derstand because they can follow the behaviors of their
assmates, but yet don't truly have the academic language
ilities/skills in English.

78: The challenges are many and great and involve a v
st of areas. Much has to do with the teaching style, pr
owledge, learning style and amount of time attention a t
n give the student. A student from a country where he c
s had a minimum amount of formal schooling who is accord
e placed in a secondary program will experience great
allenges.

79: Many of my students can function in a familiar ev
tuation--work, home--abut are stymied by the amount of
cabulary course work demands, especially the large numbe
nonyms for many English terms.

80: I know that many students enter school and seem t
nited in both languages (English and Spanish). Their Er
s many features of "Black English," but I'm not sure if
fficulty is due to a need to develop better academic lar
general, (neither of which seems to have been developed

nost never catch up.

82: They need the terminology--particular language o
tuation to succeed. They need the ability to express
emselves in science, social studies to do this. In add
en asked to analyze something, in which prior experienc
eded, they can't do it. They don't have the particular
nguistic flexibility to do it.

83: Many of my students are very successful in
nversational English but have difficulty understanding
history and literature studied in the classroom. Scie
rms can also be difficult. Language involved in tests
confusing for them. Even math can include language th
nfusing: trading, renaming, dimensions, greatest common
nominator, least common multiple, etc. Also, the patte
gorithms vary from country to country, particularly for
vision.

84: Yes, by reading and comprehending through hands-
periments in the content areas.

85: ESL students are frequently in socially interact
tuations and learn (or acquire) language they need to
urvive." However, academic language is not always pres
periential, hands-on activities to better acquire it na
L students need to learn the strategies and skills just
glish speaker s do, but they are also involved in learn
glish language which makes the whole process doubly dif

86: Primarily reading textbooks which are too densel
th information, using too many new vocabulary words.

87: Definitely--Their basic interpersonal communicat
ills are sophisticated and develop quickly, but their
mprehension of academic language is much slower and the
ceive as much practice with this level of language.

88: Yes, but more importantly, these students must r
eir reading levels/abilities. Too often, there is not
me spent in elementary grades with reading experiences
glish that challenge the ESL student.

89: Partially. A 5th grade boy, for example, misses
at is said because he doesn't know a key word, loses th
ntence, and spaces out. In a groups he'll try to contr

the classroom. If not, they may never get to use Engli
many ESL students do not get this opportunity, they rel
situations outside (friends, neighbors, store cashiers)
practice the language.

91: Yes. Need to develop technical and sub-techni
vocabulary. Technical vocabulary is that related to th
content area (e.g., "metamorphosis" in science). Sub-t
vocabulary refers to the academic language needed to in
chronological time, comparison/contrast, cause and effe
description, persuasion, etc.

92: NO RESPONSE

93: Yes. They need to be able to handle increasin
abstract language. This is aural understanding of scho
and ability to take notes and write.

94: Yes. They need to understand the concepts and
strategies behind the concept.

95: Yes, but this must be reinforced in mainstream
classrooms. Mainstream teachers need more training in
development for all students. Too many time teachers m
assumptions for all students which ignore developmental
language acquisition.

96: Yes, I believe more content will help sharpen
language skills. I also believe that expectations play
part in developing academically. Some teachers equate
language to no brain and do not challenge ESOL students
academically.

97: In some cases, yes. They are intelligent, har
students who have not been in the US long enough to dev
"academic language." Also, some come from schools so d
(stressing rote learning rather than understanding) tha
"academic language is totally new.

98: Many in my sheltered instruction 7th grade wer
hands-on, concrete skills. Constitutional ideas need m
thinking than "describe your day at the zoo."

99: not photocopied

100: Students might be in a mainstream class that
teacher is going at a faster pace.

102: Learn to separate slang or street
classroom language. Learn to think and expr
thoughts. Learn to back opinions with reaso

103: NO RESPONSE

104: Yes. They can follow one's train
content area with a good oral base. Even if
in a dictionary, however, they still have tr
since different language structures are used
voice. Dictionary definitions also use acad
it doesn't make sense even when other unknow
definition are looked up.

105: NO RESPONSE

106: Practice using materials and compu
projects in the library to prepare oral repo
American students in cooperative learning gr

107: NO RESPONSE

108: My adult learners are strong stude
medical degrees, etc. But the pronunciation
is difficult. Conversations are easier for
Phone calls can be difficult, but writing ta

109: NO RESPONSE

110: Yes. They don't have the experien
academic setting.

111: Yes. Many students do not have th
experience that is necessary to be successfu
more practice.

112: NO RESPONSE

113: The language of academic expectati
not taught to ESL students. In the high pre
classroom, content area teachers don't have
background necessary for ESL students to und
academic language. They learn definitions,
comprehension.

114: It's not just a need for better ac
are not in a home where books, reading, and
academics for academics sake is present.

language from
ess original
ns.

of thought in the
they look words up
ouble with the texts
such as passive
emic language and so
n words in the

ters to do research
rts. Work with other
oups.

nts with college,
and meaning of words
them face to face.
kes a lot longer.

ce of the continued

e schooling
l. They simply need

ons is assumed, but
essure high school
time to develop the
derstand a lot of
but not

cademic skills, many
an appreciation of

Yes, through some direct instruction, but also t
nd mere experience. It can be acquired graduall
aids in the process.

Yes. The lack of academic language skills make
ery difficult to understand in the classroom.

In some instances students have the background
but do not have the vocabulary (in English) to
e this. They also lack confidence.

If a child has little or no experience in school
n his own country (country of origin) the chance
ic language multiplies his/her confusion.

In part: They cannot express the concepts they m
derstand in a form that teachers find acceptable
dification of text and oral presentation they ca
nown concepts.

One must be realistic. Socialization does not h
Difficulties should not be viewed as necessari
of a stage of acquisition of language and cult
The psychological adjustment aspect must not
Psychological orientation takes a bit longer
to admit.

They have to learn the vocabulary, just like nor
o. The vocabulary and concepts must be taught a
as possible using real demonstration, pictures,

Yes--including cognitive skills, study methods,
onal method.

Yes, they have to write and speak correctly in t

No, not mine.

Yes, they have to read and write correctly in th

ntly working with, their lack of
ities and lack of motivation is a
success in school.

133. Yes. Perhaps by learning, c
egies, note-taking skills, time m

134. no response

135. Yes, since test directions a
mic language and to successfully
rements, students need to k now w
riteria as for a successful respo

136. Yes, the students have BICS,
mically in their L1. They need t
them how to go to school.

138. N/A

141. Of course, understanding aca
t on confidence and desire to par
setting.

142. Most of my students work whe

143. Yes. I believe this because
ame classroom who are ignorant of
ntions as well. How would any of
s they learn it in school, since
mics or college educated?

144. Not necessarily. They do no
native language either.

145. no response

146. no response

147. Most of my students are L1 S
sh spelling a struggle since more
a letter and many vowel digraphs
. Also, their vocabulary level

familiarity with the
a large factor which affects

or being taught, learning
management strategies, etc.

ar typically written in
perform on these evaluating
what the words mean and what
onse.

but are "handicapped"
to take a paired course to

ademic language has a direct
rticipate in a more informal

ere only Spanish is spoken.

e I have non-ESL students in
f academic language
f them know this stuff
their parents aren't

ot do well academically in

Spanish speakers. They find
e than one sound can map
(e.g., boat) have one
is weak.

1. A 7th grader is having lots of t
roject in which "typical" American proc
equired. Coming from an Asian culture
rite (and memorize), he has no idea wha
bout it. Some of the requirements are
ake a hypothesis, set up procedures, ga
ibliography, design a display, present

2. Try to memorize but without reco
he material.

3. NO RESPONSE

4. Our students are all from tradit
ave poor school records. They don't do

5. Understanding vocabulary, diffic
entences, clauses in sentences.

6. Reading and understanding conten

7. One of my ESL students has some
tudies because of the vocabulary (lack
ackground knowledge.

8. Many of the children lack a back
bjects. They have not had many first
isiting a museum, traveling, visiting a
ssist them. Many do not have native la
ave not been read to enough in the past

9. As far as academic language that
s long as the mainstream teacher is sen
re minimal. ESL and mainstream teacher
any visuals (pictures, photos, diagrams
anguage as possible, whether or not it
escriptions, or vocabulary.

10. Only in writing, and here it is
rammatical constructions are wanting.
oot point, they cannot (for the most pa

11. ESL students find difficulty wi
nglish because the written work is at o
eading level.

12. Spelling seems to be the number
tudents have in common. With the compl
anguage like English some students take

rouble with a science
edures and activities are
where students listen and
t to do or how to go
design an experiment,
ther data, write a
work to the class.

gnizing the usefulness of

ional schools and most
well on tests.

ulty with lengthy

t-area textbooks.

difficulties with social
of it) and little

ground in content area
hand experiences (such as
farm, etc.) that would
nguage literacy. They
.

a student may encounter:
sitive the difficulties
s need to incorporate as
) to explain academic
involves instruction,

because basic
"Academic English" is a
rt) write decent English.

th reading academic
r much more difficult

one problem that all ESL
exities of a non-phonic
years to master this

mpossible, and they have interference from their first language
times.

14. Their reading and analytical skills seem to be the eakest when trying to function in the classroom. Their ocabulary acquisition is very limited, especially when many mes it is culturally viewed (from their culture's concept of he word).

15. The main problem I have observed is simply the fact tha hile most classroom teachers may speak at a "normal" rate of peed, it is too fast for the ESL student to understand.

16. A former high school student, now an nor student at the niversity majoring in education, is failing psychology 101. No nly does he not know the vocabulary, but nothing in his cultura ackground relates to western psychology.

17. These students usually come with a very weak academic nowledge or have some learning difficulty. While they are truggling to learn English they usually follow behind their lassmates in the content area. Some of these students are very eak in their own language.

18. I'm not exactly sure what you mean by academic English, o it is difficult to answer the question. If you just mean roper written English, sometimes this is easier for them than poken or conversational English. If the student has studied nglish in their country, they are much better at academic nglish than the others.

19. Reading and understanding text. Understanding content aking discrete points, fact-laden tests, paper, pencil type.

20. Many times missing a word or phrase in a question will ake the student misunderstand the question. If they don't have he words to express their knowledge it impairs their academic earning.

21. Student had difficulty with inferencing skills in 5th rade classroom. Same student had difficulty with a unit on dioms.

22. He doesn't know the questions to ask. He knows common anguage but not how it could relate to academic language, i.e. ve have neighbors. Stars have neighboring stars."

me only when a single, non-negotiable answer is required. ample: "What is second person?" The question would accept onl ou" as the answer.

24. Not knowing the appropriate vocabulary.

25. Density of material covered in syllabus; quantity of terial covered by syllabus.

26. Many students have a great deal of difficulty with ademic subjects especially science and social studies because eir reading level is not at the level needed for comprehension the textbook and the vocabulary is lacking.

27. Vocabulary and idioms/expressions are problems, as are experience with "dense" text, complex sentence structures and ed for making inferences and deductions, to name a few.

28. NO RESPONSE

29. As in 4b, and example that comes to mind is a student o doesn't fully understand all the implications of a present rfect verb versus a past tense verb.

30. They don't know all the color words, etc. Have fficulty following oral directions.

31. The language related to social studies is (or can be) normously troublesome. Academic English for the 4th grade cial studies curriculum, for example, includes such vocabulary d concepts as grids, natural resources, longitude, latitude, undary, landforms, etc. Without adequate visual and nesthetic experiences, as well as a supportive teaching vironment, the students can easily "turn off" and lose their tivation to learn.

32. NO RESPONSE

33. NO RESPONSE

34. NO RESPONSE

35. NO RESPONSE

36. 1. Learning how to "read" a social studies or science extbook which are language heavy--the students need to learn ho o use boldface, chapter heads, the glossary, etc. to their dvantage. 2. Interpreting chapter review questions in extbooks--if they are not asking for literal responses. Often he language in the question itself is unknown to the student, s

37. NO RESPONSE

38. On a beginning level, many ESL students may not eve
cognize what subject the m.s. [mainstream?] teacher's less
because the teacher uses no visuals. Social studies conc
S. history and culture have no "pegs" to hold them. Readi
terature above 4th grade is painful. 50-80 new words per
r student who has tested out of ESL.

39. NO RESPONSE

40. One 3rd grade child I was working with was verbally
oficient in English yet is somewhat limited in her English
LPs. She was reading "The Courage of Sara Noble" with her
ass and because she did not know the meaning of the word "
e couldn't follow the story line.

41. Our bilingual teachers help clarify concepts for the
udents. However, there are times when a student still wil
ve difficulty comprehending. This may be due to a poor
ducational background, or when the bilingual teacher does n
eak the native language of the student.

42. Comprehension, focus, listening, speaking, reading,
iting: need for practice constantly.

43. World view is not linear and thus conflicts with li
cademic style. Embedded clauses are difficult to understand
re difficult to write.

44. I have had students suffer from the language of the
assroom: division, divided by, into, multiplication,
quivalent, equal to...in addition--cultural, problems are w
fferently south of the USA and in Europe. I think this is
the biggest obstacles I face as an advocate for LEP stude
my school district today. I also find that the human mat
eacher is often so steeped in his subject area, suggestions
out adapting instruction is often scoffed at and ignored.

45. One extremely gifted student (mathematically) stress
at he knew how to do the problem--he just didn't know whic
hicle was in front, because of the bookish wording of the
oblem. At the last state TESOL meeting I entreated the
hibitors to produce a math language text/resource.

46. I have a 5th grader whose conversational English is
equate, and who can answer recall or factual knowledge

47. Spelling, use of the language in proper written conte

48. No.

49. NO RESPONSE

50. Spelling difficulties, limited sight vocabulary, weak oding skills, inability to use high level comprehension lls.

51. I can imagine that in writing, but hardly in oral sentations.

52. Most of my students are very good with academic Engli d the learning process). They need more survival skills ining.

53. NO RESPONSE

54. NO RESPONSE

55. For Korean students, clear directions and a teacher's ives must be clear for trust between teachers and students elop. Encouragement and clear and concise directions about h lesson helps build this trust.

56. The grammar isn't correct. He leaves off word ending

57. I believe what I mentioned above would be the most ficult.

58. NO RESPONSE

59. Understanding and asking vocabulary to describe abstr cepts. Understanding the use of the passive voice, e.g., at is being done locally about pollution?" instead of "What people doing in Silver Spring to clean up rivers?"

60. NO RESPONSE

61. Relating academic English to their background wledge/experience and first language. A lot of academic lish is abstract and understanding is often "assumed."

62. ESL students' reading skills are just developing by 3 de. They are thrust into classrooms by 3rd grade (and up) re expository text is dense, abstract and loaded with

of students. Appropriate reading level texts on upper gr
topics are simply not available.

63. They use slang. They are not able to use an exa
and may use ten words trying to describe a point. Exampl
know, the little part of the door that you pull to open t
door," instead of "the door knob."

64. Again, referring to my 3 students, the child who
experiences the most difficulty had the poorest overall
proficiency of English. The introduction of academic lan
was perhaps too early for her; she became easily discoura

65. Sometimes a student tries to express himself in
but it doesn't make sense in English. I think he is tran
an expression or idea from his language into English.

66. Reading a text is difficult since the level of t
classroom text is often above their skill level. History
studies and English classes are difficult. Taking tests i
since ESL students are sometimes not clear on what is bei
asked--if it's reworded or explained, they often can resp
correctly.

67. Beginning ESL--verb "to be' over use in text.
Inferences and cause and effect exercises. They appear t
well with sequence words when first identified.

68. NO RESPONSE

69. When they don't understand in a mainstream situa
there is not the environment to deal with the individual.

70. Moving from contextually rich and explicit langu
and environments predominant in the earlier stages of lan
acquisition to the more demanding implicit and decontextu
use of language in the CALP stage takes a lot of time and
support (coaching) most mainstream teachers do not have t
or training to provide these. They are driven by the "co
of the curriculum rather than the grasping of the "bottom
of the curriculum.

71. NO RESPONSE

72. It is a matter of time. As the student learns m
words he or she will become more successful.

73. Take more time to learn.

me for a better understand not to the lack of knowledge. They
ow their material but are not able to compete yet, with the
udents that have been exposed to the English language since
ey were born.

76. Vocabulary is extremely difficult in social studies.
ience heeds attention to specific marker words indicating ti
tensity and process. Each content area needs to be addresse
context by unit of study.

77. NO RESPONSE

78. Sometimes they don't have the conceptual knowledge in
eir native language so they cannot transfer this.

79. In a standardized national test one very good student
s asked to "explain how the views of two historical figures
verged." She was not able to accomplish the task even thoug
e knew both figures and could explain their similarities and
fferences. She did not know the word "diverge" in this
ntext.

80. Many difficulties in vocabulary and comprehension.

81. Reading language assignments. Understanding spoken
planations--"and/or" directions, instructions. Producing
mework assignments: reports, presentations, etc. Shyness.

82. In my school there is a health program called Quest.
udents often need to discuss and express different solutions
cial problems. They need to create, for example, sample
enarios in which they have experienced peer pressure and the
spond with positive and negative reactions. This is a real
ruggle for my students.

83. Language that is confusing: trading, renaming,
mensions, greatest common denominator, least common multiple
c. Also, the patterns of algorithms vary from country to
untry, particularly for division.

84. They fail courses. They don't comprehend complex tex
ey can't write comparison compositions. All of these
tivities and learning skills should be provided by the ESL
acher. (I was in an ESL pull-out situation for 3 years, so
ow how difficult it can get to coordinate classes, but it's
cessary.)

or enough modeling.

86. Textbooks are the main problem. When I use resource and materials that were not written for instructional purpose the students understand better what they read.

87. Don't understand lecture style classes in social studies, science, etc. because they miss so much academic English. Will have difficulty comprehending text material without assistance or modifications to the material.

88. Again, reading to gain vocabulary, reading to gather main idea or details, summarizing and predicting events, and making inferences or seeing cause-effect relationships.

89. See above. This child says, "I don't know how to sa it. You know."

90. Not understanding directions. Limited use of key content area words. No or little support from home. No knowledge base to build upon. Afraid of failure. Multiple meanings of words.

91. Lack of familiarity with textbook vocabulary. Lack familiarity with textbook grammar, e.g., passive voice, prese perfect tense, past perfect tense, embedded clauses, complex sentences, compound noun groups.

92. NO RESPONSE

93. Has trouble in the regular class after exiting a bilingual program. Cries because he doesn't understand much what is said in content area 6th grade classes. Need for fam support and counseling."

94. The ESOL student tries to be literal. Many of the concepts have figurative language or multiple meanings, eg., "table".

95. Once students enter upper elementary and secondary grades the dependency on content learning and expository text places these students at risk if instruction and scaffolding not been developed in the use of expository text along the gr levels.

96. I've already mentioned low expectations of many teachers, another is that ESL teachers are not very qualified teach academic English. It is important that ESL teachers wo

ffectively be used to transmit their academic ideas and no
erely a vehicle for social communication.

97. A student from the Philippines had real problems w
omprehension problems--anything that involved thinking and
xplaining rather than a quick, memorized answer.

98. No help outside class. No prior knowledge base in
ow skills/reading in L1. No motivation. Sense of failure
xperiences (outside home, school) where involved conversat
akes place. Why, news, personal.

99. not copied

100. A student who comes here with limited previous
ducation. Comes from illiterate family in first language
ell as English.

101. In general, my Hmong students (k-5) have little
ractice or exposure to academic language in their 1st lang
hich I believe makes it harder for them to express academi
anguage functions in English.

102. Still in US high school mode and hard to change t
abits when English first learned including casual response
yeah, uh huh) to instructor as well as high school mentali
resentation of an essay (pictures, fancy cover, etc) rathe
oncentrating on writing and revision.

103. NO RESPONSE

104. New meanings for familiar words caused problems f
his student, especially when it changed function in the
entence. (Example: verb forms become nouns and adjectives

105. NO RESPONSE

106. Asking questions of the teacher. Choosing topics
cience fair projects--designing experiments. Doing well o
ests. Understanding assignments.

107. NO RESPONSE

108. Listening to and catching information in straight
ecture college classes.

109. NO RESPONSE

110. They have difficulty of making the transition un

words "spelling also."

112. NO RESPONSE

113. High school ESL students must pass English, reading literature that is impossible for them. In o we read aloud, paraphrase, read and discuss, summariz higher level reading skills--only memorization for te

114. Not understanding the vocabulary or idioms. volume of information in a textbook.

115. Understanding the terminology of each class overwhelming.

116. Multiple meanings of words, pronunciation.

117. Students are expected to write a sentence o paragraph but have no idea of what it is. Also, at l writing an outline then a rough draft is hard to do w knowing to what those terms refer. By giving example explaining, then having them write their own with my necessary and checking for understand.

118. High school ESL students have had difficult history, biology, and P.E.L., because their lack of a English skills.

119. Again--they may have the knowledge but lack vocabulary.. They may also have cultural differences about the topic (i.e., Korean students' knowledge of war may differ greatly from an American student's kno the same war).

120. Being asked to summarize chapters in a book expected to interpret graphs.

121. Lack of prior knowledge (often assumed they of cultural awareness; complex sentence structure; la repetition; unnecessarily advanced vocabulary; cannot graphs.

122. ESL students believe that an English class absorbing English only. They have to be convinced in that the academic work in English is vital in order f preparation before they are mainstreamed into regular classes.

filters (low self-esteem); poor ear for vowel s

125. Yes, sometimes he/she forgets the voc
doesn't know how the express in some cases.

126. My students are at a basic level and
with all English.

127. NO RESPONSE

128. I think most of the ESL students don'
problem in academic English. They can understa
professor says or the content of the texts. I
difficult to understand the everyday conversati
or people outside the classroom use.

130. no response

131. One student consistently uses presen
all verbs.

132. Taking notes; writing summaries; maki
presentations; writing outlines.

133. In the test-taking arena, perhaps int
directions present some difficulties.

134. no response

135. Understanding the register and vocabu

136. Reading literature that is symbolic;
writing academically sophisticated papers witho
themselves.

138. One particular difficulty when I was
one of my students could not express herself ve
class, but she had very good written skills. O
thought it was that she was a quiet person.

141. Two things come to mind. ESL student
"academic" in English as another rule that eith
or moves them further into structure. Few have
the long range goal of using academic English t
formal, natural usage.

has to learn the same th

udents receive most of the
nguage.

sponse

is point, academic English
.

or me.

ings.

e academic language in

n is just too advanced

ic language abilities of his or her ESL students, s would you offer?

m not really sure. A vocabulary pretest of the v
t shed some light on what they do and don't under
the content teachers have never asked me that. T
s just been that the content is too difficult bec
ge is. It's a complicated issue.

k them to read a passage and answer short essay

RESPONSE

pecially in K-2 look at what you're expecting ch
ne of our children is faced with a worksheet or
t this age. We do assess in Spanish in the upper

itially, use oral assessment--use of diagrams,
and use of visual questioning.

ally assess by having students explain particula
or draw or act out, demonstrate.

efore assessment can be made, the student meeds t
ns modified. Also, I would make some assessment
st language (Spanish, in my case) for the LEP stu

would have the student use graphic organizers wi
to show that they understand a topic. For exampl
he continents and countries correctly on this for
included on survey].

s the speech/writing understandable, ignoring the
rammar, etc.? If the child cannot speak or write
can still be assessed as to their understanding
, pointing, hands-on activities, bookmaking, etc.

Give textbook readings, then ask questions. Poss
rt summaries by students.

Other teachers have never asked for suggestions o
this--they just want to know how to help the ESL
n academic areas.

NO RESPONSE

I'd give them some background of the student, i.e

perience. I'd remind them that speaking skill usually precedes ading and writing.

14. Can they read analytically? Can they guess the word aning from context?

15. We would test the student to determine oral, listening, ading and writing levels.

16. Why do you want to assess the academic language ilities of this student? How is the student doing in this ass?

17. I would suggest that the student should be tested in his tive language and check his school records.

18. There are a variety of assessment tests available.

19. Performance based, multidimensional.

20. A test should cover various learning styles. A student ght not be able to express himself with written English, but n do it orally. Use alternative assessment devices.

21. Try to separate the language knowledge versus the skill eded to accomplish a task.

22. Give cloze test. Have them draw a picture.

23. The same way they assess the academic language abilities native speakers.

24. Ask yes or no questions to see if he understands.

25. Retelling of text assigned. Reflections by the student.

26. Have students read and retell material in English. The udents' ability to do work in the classroom. Use of cabulary--can the student use the vocabulary but lack the ility to understand the concepts?

27. Look at tasks assigned, and student's performance. Work th student on similar task and invite "thinking aloud" by udent to gain insight into her skills and processes.

28. A lot depends on the ethnic background, personality and age of English language development, but a one-on one udent/teacher task may work. Few classroom teachers today have take the time for this.

31. Suggestions I have offered incl
ilize as many visual and kinesthetic p
entify the most important concepts tha
le to understand to adequately address
operative learning techniques or a "bu
oduct about a given topic; use as much
ch small gain evidenced; use TPR to fi
cabulary is there.

32. Assess whether or not the stude
contributing member to pair or small g
e student appear to be actively partic
le to discuss or present information i
rectly addresses the topic at hand? I
ecific?

33. If students can follow instruct
assroom and perform tasks, even if mod
use and understand academic language
e classroom work near the level of the
ve come close to "mastering" academic

34. I think everyday observations
dependently, or does he need to see wh
rst? When he reads something if you a
n he tell you?

35. NO RESPONSE

36. I would suggest that s/he allow
cture, make a graph or chart, or write
iting a paragraph to determine factual
esented. Other methods would be modi
traneous words and devising simpler te
tching, multiple choice (short sentenc
e words from a list provided, etc. I
stead of written or the use of visuals
us I offer to administer the tests so
rections and questions themselves.

37. NO RESPONSE

38. Short, non-tricky multiple cho
terials covered in class and text. (
plaining the question to the students
lumn in a text book (silently) lookin
ecific higher-order thinking question

lude the following:
props as possible;
at the student should be
s/learn about a topic; use
uddy system" to produce a
n praise as possible for
ind out if the receptive

ent is able to function as
group activities. Does
cipating? Is the student
in written form which
Is the student able to be

tions in their main
dified, they are beginning
. When they are doing all
e other students, they
language.

is best. Can he work
hat everyone else is doing
asked him what happened,

w the student to draw a
e a list as opposed to
l knowledge of material
fying a test to eliminate
ests of knowledge such as
ces, though), filling in
always suggest oral tests
s or maps when possible,
I can explain the

ice or WH questions on
Option of reading and
). Have student read a
g for an answer to a
(compare ____ with ____).

40. Preteaching vocabulary. Teaching student "learner rategies". Previewing material.

41. Oral tests--define terms in their own words; giving amples; drawing pictures.

42. Language levels must be assessed-- eproduction=gestures. Early production=one/two words. Speech ergence=short sentences. Intermediate fluency=conversation.

43. See if the student can write a comprehensible essay ter the student has wither had a model outline explained or ter the student has been guided to create an outline, a graphi ganizer.

44. Begin with diagnostic kits and tests to assess. scover what student do know in L1. Use native or home languag possible. Provide academic assessment in English next using agnostic tests, normed tests, standardized tests. See how muc ss a student demonstrates when comparing step 1 and step 2.

45. Give a test--language test totally undemanding gnitively.

46. Notice if student is able to read and understand rections on his/her own or is s/he relying on others either vertly or covertly to find out what to do. Use a question erarchy about a reading passage to see how far above simple ecall of facts a student is able to go.

47. Does the student use the language in discussion? Does he student demonstrate reading comprehension? Is the language sed appropriately in writing?

48. ?

49. Unites where academic vocabulary is used. Teach ontent.

50. Assess performance on content subject tests or ability o follow direction on written assignments.

51.I would recommend study and reading from textbook, try t et them to talk and write in the way textbooks do.

52. I haven't been doing this ling enough. I would refer he other teacher to someone more qualified to answer the uestion.

55. Have a personal interview with the students to
ing and listening levels. Administer an essay exam
mine the students' control over the basic writing/r
s.

56. Can he speak so others can understand? Does he
across when writing?

57. The closest I come to in my program would be an
vation task called "Concepts About Print," written
Clay. It's purpose is to see how much "book langu
understands.

58. NO RESPONSE

59. Use the passive voice and abstract vocabulary a
standing. Then use the active voice with specific
ulary and assess the student's understanding.

60. I would ask them to use graphic organizers with
nts to see if they could understand information wel
ganize it.

61. Use L1! Question/clarify--ask the student to p
ive examples, synonyms; have the students use the a
age (oral and written). Are we assessing language
nt or both? This is an issue teachers need to reso

62. We would start with reading ability. Can stude
? Then, assess familiarity with vocabulary being u
are strong, student should be able to cope with co
opment and using cognitive strategies.

63. First, I would dodge. Then, I would suggest po
ssment. I would stress the importance of understand
ctions and having very clear and predictable direct
written and spoken form, with examples.

64. As far as vocabulary is concerned, unless a boo
icularly useful and common terms occurring in a vari
ect areas has been identified, it is difficult to as
emic language ability independent of a particular fi
. The other component of academic language ability
ne, is mostly of more complex structure, easy enou

65. By talking to the student, the teacher can asse

plex/compound sentences, not just basic sentences. A
cher should listen for sophisticated language and the
which the student is able to answer questions.

66. I would ask him to sit individually with the stu
questions to probe for his/her understanding. Ask wh
, material was covered in the home country school. I
t this individual interview is easier because we have
students so few teacher have more than one or two of

67. Check with ESL teacher!! I don't feel I assess
rectly so I'd try to help with specific problems.

68. Have student repeat what I have said to them. a
stions on the blackboard (depending on the environment
wer questions in writing. Use assessment guidelines (
les).

69. Take time aside to orally question. Written ins
often not be a good evaluation tool.. Memorization ca
ouflage lack of understanding.

70. Know what stage of L2 development their students
vide realistic expectations of what is achievable for
dent. Give examples of work and or teacher talk which
dent can handle.

71. You could role play various classroom situations
ld give student a list of directions to see what child

72. Listen to the student in formal and informal sit

73. Work together in peer coaching.

74. Can the student accomplish the task or do the pr
ed of him or her? Keep record/observations of progres
k of progress...Do certain problems of lack of underst
p arising? If yes, they could be ESL related.

75. Provide a pre/post test and they judge the progr
ordingly with those results. Look for improvement wit
dent, not with others.

76. Both essay question and multiple choice can be u
er a unit of study. Daily checks should be routine to
son objectives are met by students but long term reten
thesis of information and concepts are of greatest imp

77. Look at other ways the student can illustrate h
wledge--a graph, pictorial representation. Allow the

ish.

78. Same as below [question #6], use as many different
oaches to elicit information in a variety of ways: writ
ing, non-verbal, verbal, etc. Remember, you are lookin
the student knows. Some teachers ask a student to wri
y on a particular topic--without realizing it, teachers
up assessing the structure, form, etc., rather than con

79. Note which tasks students seem confused doing and
lop the language related to those skills.

80. Focus on vocabulary and comprehension rather than
matical features.

81. Give production tasks--ask the student to explain
ess as h/she carries it out. Tell students which lingu
cts will be assessed, make sure these have been taught.

82. I think you need writing samples from different
iplines (i.e., social studies, science, health, reading
). You need to analyze style, errors, vocabulary conte
le. This way you can see if the errors/difficulty is
ersal or exists in particular disciplines.

83. Take a sample from the literature, text, or resear
rial that the teacher expects students in the mainstrea
sroom to understand. Read it with the students and dis
o determine their comprehension.

84. Provide a social studies reading. Ask questions.
ents write answers. Have student explain answers to ot
student pose new questions and answers those.

85. Performance assessment: Assess pieces of writing c
ral months; math manipulations; social studies projects
nce experiments; cooperative learning groups (look for
ncy, ideas, organization, spelling, syntax in these are
ing reading records--shows strategies, types of errors,
ncy. Cloze, plays, dramatic presentations.

86. Ask the student to demonstrate what he knows throu
ormance, rather than with a paper and pencil test.

87. Prepare vocabulary ahead of time for students to p
pretest knowledge; prepare key ideas of content for stu
review and pretest knowledge; use some performance acti

88. Using thematic units that arouse interest and chall
tudent (exs--rainforest, multicultural topics) and assess
earning via cooperative learning projects, individual writi
ssignments and using portfolio assessment.

89. (No one has yet--they assume that the students need
ith academic language). My observation of class to see what
teacher talk" is and what levels and types of oral academic
anguage are expected and actually used. Comparison of the
tudents' written work with that of NL peers, focusing on
cademic language. Checking to see if comprehension/express
iffer with different materials: written, charts and graphs,
ral.

90. The entire student must be looked at. As with all
tudents, we all learn in different ways: orally, visually,
ands-on, a combination, students test differently--some do
etter on written projects, others on oral reports and so on
hatever way the student is able to show knowledge was gaine
hould be acceptable.

91. Writing samples are good diagnostic tools. Also or
etellings of reading passages.

92. Ask them to use content area assessments such as
ollowing science experiment directions and doing a project
ocial studies with other students.

93. Ask teacher to give a model of how a task should be
ompleted to the group or class and then see how well the st
an follow it.

94. Give the student a series of tasks using the target
cademic language.

95. Writing samples provide diagnostic information as t
students' vocabulary, organizational skills, syntax, etc.
Participation in cooperative learning activities also allow
eachers to observe organizational, problem-solving and oral
anguage ability.

96. I would find out how a student writes a report or
roject from the planning stage to note taking to rough draf
diting to final copy. This would show a child's grasp of
cademic language.

97. This should only be done after a student completes
least level II of ESOL. Then I might suggest that the teach
akes various instructions in different subjects and after
reading with the student, see if the student can follow the
instructions. Ex. Find the opposite meaning, or solve the s
roblem using multiplication.

ordinator for test scores. Written, verbal assi

99. Have student describe articles of furnitu
name them. A teacher can show a picture to a s
n/her to describe the action in the picture. As
e student to point to a particular action or ite

100. Use a first language peer tutor. Ask to
udent use a book.

101. Journaling in content areas--eg., learni
dio/video tape of student presenting an explanat
th problem or science experiment or social studi
pic/project (eg., a diarama). Careful listening
es #2--anecdotal record.

102. Have them write, especially a research p
lating to another class or have them bring in on
ass.

103. NO RESPONSE

104. Ask the student to read a passage in a t
the meaning is clear in oral or written re-tell
st could also be used. Have the student interpr
pes of graphs and charts.

105. NO RESPONSE

106. Give oral tests. Give picture/word matc
ve open book/notebook tests.

107. Give a diagnostic test using the same ki
u usually would on a test. Also, orally test th

108. I like a video tape. I also like traini
om Glenda Reece to rate them P ratings. I'd sig
rkshop.

109. I would suggest giving a written test to
vel and also that the teacher develop on his own
th herself/himself and the student.

110. These students should be given the LASR/
propriate grade level.

111. Cloze test for reading. Talk to student
ills. Send the student to the ESL teacher.

112. Use authentic assessments! Ask child(ren
aningful situations. Give the child choices.

L students oral questions of various difficulties beginn
th "very easy" questions. Talk to the student informall
fore or after class. Ask the ESL teacher for language
sessments already completed and for information concerni
udent's educational background in home country.

114. Test them.. We use the Idea Test for oral, writt
ading.

115. I suggest a one-on-one conversation. Also, I su
eting with the parents.

116. Informal discussion with the student about a con
ea topic with a small requirement of reading and writing

117. Look at past performance and possibly interview
th them, see how they do in particular situations or wit
rtain activities.

118. To test orally, reading, and writing. Cloze tes

119. Cloze reading passage to assess reading level wo
lpful. Assess background knowledge of each topic to be
showing visuals and asking students to talk about them-
ey may not be able to communicate this in English.

120. We have LAS-O and RW.

121. Ask for a paragraph written about a task the stu
joyed doing last year. Observe in a group situation. K
ecklist. Keep a portfolio. One-on-one responses.

122. Alternative assessment (eg, portfolio from previ
glish class), writing sample (or anything to assess actu
nguage improvement over the summer). P-rating (improvem
ll be evident if student had a summer job, etc.)

123. Do the same thing with them you'd do with regula
L students--pretest or whatever.

124. Give an appropriate proficiency test and/or test
ttery.

125. NO RESPONSE

126. If you're talking about advanced students, maybe
ould give them a sample WPE.

127. NO RESPONSE

tests; holistic assessment.

131. One-on-one interviewing.

132. The teacher can give a vocabulary quiz to see i
students understands key terms or use of a variety of act
(hands-on, note-taking, exercises) to see if the student
to complete activities successfully.

133. Are there any academic language testing instrum
am not certain what suggestions to make.

134. The teacher should give a test to students abou
academic skills such as the CARE test in English.

135. Portfolios. Test tasks that reflect classroom
activities.

136. Orally and through written work. I would asses
rubric. My goal would be to have them analyze, evaluate,
synthesize. My questions would require the students to d
things.

138. One suggestion that I would offer is to emphasi
build a good relationship with the students. This is imp
because it will enable students to be in a comfortable
environment.

141. Use a combination of established methods and in
strategies--an essay test on a particular topic is as imp
as a role-playing game that allows students to utilize an
integrate a variety of language skills.

142. Use cloze tests--have students write autobiogra
and keep a journal.

143. Assessment: at the start of the quarter I have
write me a long letter describing as much about their wri
experience as they can think of--especially school experi
This works for me.

144. I have never assessed the academic language abi
of ESL students.

145. Be sure to test what you taught. Make the eval
oral and written, if at all possible.

146. I'm not really experienced or particularly
knowledgeable in this area. I might suggest that the tea

well the students were able

147. In my case I woul
students opportunities to c
aloud, writing, speaking, a
strengths/weaknesses.

148. To give an oral t
depending on grade level.
students express themselves

149. Have the student
science book. Then follow
Perhaps an informal reading
be used.

e to express the knowledge they hav

ld encourage the teacher to give th
display their language skills (read
and listening) to determine their

test--asking pertinent questions
Also to give a written test, havin
s in writing.

read a passage in a social studies
up with discussion or questions.
g inventory such as Harris' Word co

the student does not have the English language skills t
it to you? Are there some subjects for which it is eas
others? Can you give an example?

1. Use graphic organizers like webs, venn diagrams, charts, mind maps, etc. rather than the typical measures tests, essays, reports. Accept pictures, models, proje instead. These alternative methods of assessment can b implemented in any subject at any level. Ex: Have stud comic strip for today's lesson.

2. Very difficult [this question]. Subjects where student had prior knowledge are easier. The study of m science in his own language first.

3. NO RESPONSE

4. NO RESPONSE

5. Math--(no word problems) easier. Use graphs, c etc.

6. NO RESPONSE

7. I assess my students' academic knowledge in the areas in Spanish. It can be done in math easily withou any Spanish except for word problems which I do in Span

8. Science and math are easier because you can not teach using hands on experiments or manipulatives, you using them. In social studies I might have students us organizers to show that they understand the subject. T students might sequence the events leading to the first Thanksgiving.

9. They may not be able to verbally describe somet they may understand--so assessment can be through art, answers, sequenced picture stories. Supposedly math, a instructions are explained. Story content--through seq picture book-making.

10. You can't.

11. You can assess comprehension of academic conte allowing students to: draw maps, graphs, pictures; coop learning groups.

12. There are standardized tests similar to the Ca Achievement Test which can be administered in the stude native language. EX SABE--Spanish Assessment Basic Edu

13. Given a student's ability to understa
ough interpreter, peer, or adult, if nece
student to show me--pictures, diagrams, s
ses, making models, diaramas, science, or
epts.

14. Can he/she follow dimple directions?
ersations are simpler than free, creative
ing in math is generally easier than cont
nsive reading.

15. It is difficult to determine until t
t conversationally fluent. Past records
math at middle schools (Chicago Style Tra
icult due to the language content. Elect
nners. I also place our students in geog
al and universal.

16. We have access to bilingual paraprof
assessment. Math functions are the easi
abstract.

17. Math is the easiest subject to be te
dea of the student's level. Drawing is a

18. All hands-on subjects are easier to
uter, cooking, music, science. My studen
r classes and do what they can do--the te
d and help them spell the answers. They
se from.

19. Science is usually easiest because i
al by nature. It is also the least cultu
ld be performanced or project-based, mult
st language if possible, given over very
explicitly stated objectives.

20. They can use visuals to express. Th
lems.

21. Through pictures, diagrams, drawings
use often I can demonstrate a principle.

22. Draw a picture, label the parts. Wr
Timelines and charts make social studies
l. Dong and observing science activities
except for word problems. I liked it wh
grade math concepts.

and the question
ssary), I'd ask for
ingle words or
social studies

Patterned
speaking. Problem
ent that involves

ne student is at
are helpful. Our
nsitions) is
ives are good for
raphy as it is so

essionals who can do
est, math theory the

sted so we can get
nother way.

assess: art, gym,
ts take tests in
acher read the tests
give them answers to

t is hands-on and
re-based. Testing
idimensional, given
specific, important,

ey can complete math

. Science is easier

ite a sentence about
superficially
are good. Math is
en I was teaching

as fast as I can. Subjects which are easier to assess are science, art, music, industrial arts, foreign language, The hardest classes like regular English, social studies, gy, etc. which have a great deal of content specific ulary are a lot of reading and writing.

37. NO RESPONSE

38. See above [question's response]. Allow student to draw res, use notes, use a dictionary, open book, tell answers; llustrations in test.

39. Work sheets with lots of illustrations and minimum of uctions (written). Math, once basic concepts and language red.

40. Generally if they know content area material in L1, I o get native speakers in their L1 to help me assess the nts abilities in L1. Science is often easiest, also reading ty in L1.

41. We have a large bilingual program in my district, and for I do not have to do this.

42. Comprehension of content--art, music, dance. Arts can ge understanding. LAB test.

43. Check sheets, demonstrations, drawings, lists, graphic izers. Science = easiest as it lends itself to pictorial sentation.

44. See above. Use non-verbal interviews, drawing, acting role play, TPR.

45. Illustrations--e.g., in [question] #4c. Oral testing, rewording of questions until comprehensible speech is ved.

46. Let the student demonstrate knowledge in other, non- l ways, such as drawing or constructing something. It's r in math, especially at a strictly computational level, and ther subject that is hands-on or performance oriented, like ec. or music.

47. Beginning students draw and label; tests and cloze are ple choice. I only teach content social studies and ng/language arts. I manage to make some abstract points emblematic for the beginner maps and information that can be yed through maps are easiest.

tudents may be able to make visual repres
xperiments or anything else which they ha

51. You can test indirectly by testi
kills and responding in whatever language
omfortable in.

52. N/A--this isn't an issue in adul
y practice so far).

53. NO RESPONSE

54. NO RESPONSE

55. Obviously, math and science use
hat require specific, infield knowledge.

56. Actual classroom performance--ha
xperiment, math examples.

57. My current job has me teaching 3
ne-on-one situation. For this reason it
ialogue with a child for comprehension o
one.

58. We have designed a different rep
howing growth, not grades, for many of t

59. If the student speaks a language
ember knows) and is literate in that lan
ournal in his/her language. Math is the
ower grades because there is limited voc
greater than, less than, addition and su
emonstrated using manipulatives.

60. Hands on subjects and math are e
ath is the word problem. Any subject wi
tudent.

61. Math--easier as MCPS ISM assessm
ther languages. Other areas try to asse
ranslators, interpreters, parent involve
chool subjects/grades/experiences.

62. Students reveal their knowledge
aterials together with lots of read alou

sentations of scientific
ave observed.

ng their receptive
e that student feels

t education (at least in

universal formulas/rules

nds on. Ex. science

students daily in a
is easy for me to
f the reading being

ort card--give comments
he subjects.

that I know (or a staff
guage, he/she can keep a
easiest subject in the
abulary and the concepts
btraction) can be easily

asier. The problem with
th visuals help the ESOL

ents are available in
ss in L1 through
ment, report cards/prior

as we work through
d, rereading, retelling,

uage of measurements and repeat experiences.

63. I will have Hispanic students speak or write in Spanish
ne. Other kids I will pair up with a child of the same L1 and
him/her act as translator or scribe. We use art or
pulatives if appropriate.

64. It's been my understanding that whole ESL children
ar to be verbally proficient (in social situations) after 2
s, it takes 5-7 years to achieve academic parity with native
kers. Somewhere between the first and 7th year, academic
uage may be introduced, but not, in my opinion, before more
c skills are acquired.

65. I think in math ESL students are able to perform without
ing the English. However, in other areas like history or
raphy, the students can't express the content without the
ish.

66. I can't unless I have their transcripts from the native
try. Subjects such as math are often easier because there
more numbers and less language. We enroll ESL students in
ses and pull them out and place them elsewhere when they
er. Non-verbal classes are easier: Tech. ed, cooking, etc.

67. Visual projects, maps, group work, some skills are
icult to check. Map and graph reading skills are easy to
ss.

68. Find out if the student knows this material in their L1,
ossible. Math and science are easier than social studies when
ressing academic knowledge in English. However, ESL students
social studies even though content in their L1 might be very
ferent from content in our school.

69. Test in resource where there is one to one interaction.
1-12th level there are no "simple" lessons. Language must
e first.

70. It is easier to assess a student's cognitive grasp of
ject matter if s/he can demonstrate his/her knowledge base to
rather than tell you. Math and science seem to have more
ential for this. A student can show you that 3x5 is by making
ays of [dots] rather than saying I have three groups of five
ch make 15.

71. I get another child who speaks this child's language to
erpret, therefore, I'm able to learn more about their academic
wledge. Math is one of the easier subjects to assess because

73. I make questions like this, oral and written:
ntivos propios comunes abstractos/proper common abstract
.

74. See if student can respond to the follow-up questions
computations--easy to assess. Word problems--more
cult. Reading/literature--can the student retell the sto
aw a picture to react to it?

75. Use student's native language. It is easier with
cts where the difficulty of the language is less intense,
math and social studies (science is more complex due to t
nology).

76. At the high school, we permit students to respond to
and in essays in Spanish as receptive skills are often
er to develop.

77. For young children: check student's knowledge by usin
ulatives, pictures, realia; science concepts can be
ssed at a sand table, a water table; multisensory approac

78. Most importantly, find a native speaker of the langua
lly) who is familiar with the culture and educational sys
e country who is bilingual. This person can work with U
ers to assess and correlate skills from one system to the
. Also most teachers use text or curriculum guides as a
ence to keep them on track throughout the academic year.
pts or adaptations, translations, unit test, ending cours
could be used to assess. Understanding culture is
tant. Example--a student from Hong Kong arrived with mar
on his transcript. All kinds of assumptions were made wh
s discovered that the letter "F" in this school system wa
alent to a "C" or satisfactory here. This small piece of
mation curtailed the almost immediate setting of lower
ards, tracking, special ed., etc.

79. I have students use drawings, illustrations, and
strations in social studies for many complex concepts.
geography easier than history because of the concrete
les geography affords.

80. I'm not sure.

81. Subjects where concrete manipulatives, such as lab
ce, or computer applications are easier. More abstract
cts, such as history, are harder. I assess by having
nts show and tell.

em tag things with flash cards or little papers. Put things in
me order. Science is easier. (See [question] #7).

83. Use more performance-based measures. Science and math:
udents can manipulate objects, do an experiment or draw
ctures to show what they mean.

84. I can assess it if student speaks Spanish. Have
udents draw a picture of what they understand about new
terial taught.

85. Assess through performance. Ask yes/no questions.
assroom observations on interactive groups. Easier to assess
th computation. Geography--maps, labeling.

86. I've never done this.

87. Try to use graphics, visuals and activities that would
low them to express key skills. Math computation--rote skills
e easiest to assess.

88. I use my students' native language (Spanish) when their
glish skills are not developed enough to express academic
ntent. It seems that social studies and science are easier to
sess because so many of the basic vocabulary words in lessons
e cognates in the Spanish language. Ex.: photosynthesis,
mocracy, cellular reproduction, constitutional amendment.

89. Differences with ages, language, and educational
ckgrounds. Mine is not a bilingual program, and I'm in a state
thout many multicultural resources. We use a lot of pictures,
ps, realia, and more (supposedly) language-free concepts like
th (additional and subtraction facts, not story problems.

90. See above explanation [previous question]. Math is much
sier for a second language learner, except for word problems.

91. I use comprehension questions requiring non-verbal
sponses (thumbs up/down). Students can respond in writing
urnals. Students can illustrate their understanding. Science
ems to be easier to do this than other subject areas.

92. In mathematics it is easier because numbers are
iversal and if there is a computation problem the child would
ve less problems than if a word problem.

93. One can judge the level of literacy of students by
ndwriting, use of dictionaries, etc. but one may assume that
rticular items of content are unknown until proven otherwise.
ography may be easier for the knowledgeable student. Math of

95. Demonstration through hands-on projects--science lends self to this.

96. If a child is not fluent, webbing, etc. can help you th what a child knows (usually with dictionary help). Math is sier than others because diagrams, etc. can help bring the derstanding across.

97. Math computation requires little English language ills.

98. Student translator; alternative assignment (other than al/written, such as illustration). Social studies seems to be e most difficult. English/reading classes seem to personalize signments (poetry/short story).

99. If a student lacks the skills to express himself rbally he may be able to respond by demonstrating as in ience, or in music, or in mathematics which are subjects where ncrete actions can take place.

100. Math is fairly universal.

101. Math and science are easier--student can demonstrate, ., an electrical current or effect of soap on surface tension water. Student knowledge can be expressed in L! to a lingual teacher/aide. Graphics--a diagram, map, etc.

102. Math, of course. Some computer work. Area where ready trained in 1st language, even medicine, etc.

103. NO RESPONSE

104. The student could make a visual interpretation of the formation, charts, drawings, graphs, role playing events in cial studies.

105. NO RESPONSE

106. Picture tests--matching picture with key word we've en studying.

107. Pictures. Ex.:draw a picture that describes what is ppening in a scene of a play.

108. It's a judgement call. Sometimes responses can be made pick between answers or to share what you do know.

110. Drawings, cartoons, etc. Express in first langu

111. Use of pictures, peer tutors assessment.

112. Try to use authentic assessments--roleplay, deve games, demonstrate with manipulatives, observation by teac anecdotal records.

113. Organization skills, using pictures, diagrams, s use peer tutors who are familiar with students' first lang

114. Ask him to illustrate, act out, choose one of se choices, or sequence to illustrate his knowledge.

115. In my situation, I have no standardized test. I picture dictionaries and pictures of everyday things.

116. Use pictures, numbers, body language, etc. to i responses to questions. In math, give a small pre-test to figure out math skill level.

117. See how well he/she can perform a certain task, following your example or a picture.

118. Look into his/her transcript from his native cou Test the student in his own native language if it is avai

119. Try to use non-verbal assessments (matching photos/pictures) or ideally use a bilingual associate to determine student's knowledge.

120. Show me--a heading, a graph.

121. Actions; yes/no responses; one word, two word, progressive responses; completing an oral command; making graphic organizer of material covered.

122. Except for P-O's [sic], most students are able communicate at some level of understanding. Literature i values and most kids can express themselves fairly well o they stand on an issue.

123. Let him draw a picture, sequence objects, pictu sentences), do a demonstration.

124. Using pictures and basic math concepts I can fi Also, they can make drawings and charts.

127. Math is easier because it only needs calculating, but ith word problems, they seen to have difficulties.

128. NO RESPONSE

130. It could be done in their native language. Pictures nd diagrams would also be used in multiple choice tests. Math ould be easier to assess because it has its own language, and on any occasions does not even need evaluation.

131. Subjects that can be understood through use of charts, apping and other organizational matrix.

132. I would use Spanish because all of my students speak nd understand Spanish.

133. no response

134. Speak to the student in his L1. If you don't know how o speak the student's L1, ask for a translator. If none is vailable ask the student questions that require one word esponses.

135. Science, rather than political science or literature is easier to assess]. Since the former subjects can be resented with more hands-on material whereas the latter two ourses relay heavily on language itself.

136. The content is secondary. My goal in addition to eaching language is to teach student how to think and manipulate heir thoughts. I work where they are at academically.

138. N/A

141. Not sure. I work with more advanced ESL students.

142. They ask me in Spanish.

143. no response

144. N/A

145. There is little need to assess anything other than anguage acquisition in my classes. However, math is probably the easiest subject to assess. When I taught home economics, tudents' projects were a valid assessment tool.

146. Students' knowledge of academic content can be

very little language and production. I think that math is easie to assess because it involves more numbers than words. Any subject which involves concrete, rather than abstract concepts would be easier to test. For example, a science test, in which you ask the students to label the parts of the brain, is easier to pull off than a psychology test, in which pictures may not be adequate tools to use in conveying knowledge.

147. Where a student is weak might appear when after having covered a lesson the student is unable to satisfactorily respond orally or in writing. Math and science deal with facts, not opinions or emotions. Language arts and social studies might include all the above.

148. In ESL many pictures are used and by bidng the model for presenting situations, the students grasp what is being taught. Because of the varying levels of understand in the ESL class, there is always someone in the class who knows much more than the newest member of the class. Thus, he acts as the interpreter for the teacher in very difficult situations.

149. Maps, pictures, charts, etc. are used. If students ca understand but not speak, they can point, draw, categorize, play some games (BINGO), follow directions (written and oral).

language? If yes, in all areas? Which ones in particular?

1. I tend to agree because even native speakers of Eng have trouble with high level thinking tasks. They do have trouble when asked to evaluate, synthesize, predict, etc. is particularly noticeable in English essays and in history classes.

2. With respect to ability to express one's self in wr -yes, at least at first.

3. NO RESPONSE

4. Yes. Children are children.

5. Yes in some areas--that are very context-reduced.

6. Some do, particularly in science and social studies Word problems in math are also difficult.

7. No, non-ESL students usually do not have the same problems with academic language. They have the vocabulary background and cultural background which ESL students usua not have.

8. Yes. I was a learning disabilities teacher for 4 y and most of my LD students had similar problems. A lot of was due to reading and writing deficits, lack of backgroun knowledge, limited amount of being read to. My ESL student have literacy in their L1 seem to overcome the challenges o learning academic English more quickly.

9. Only when they are first presented with a new conc at which time constant reinforcement is appropriate.

10. We have no experience with non-ESL students.

11. Yes, depending on the difficulty level of the con being taught. It's usually in science or social studies.

12. Following and understanding a specific series of directions. Obtaining information from a textbook in orde answer questions or in other words reading comprehension.

13. Yes, especially in expressing meanings (vocabulary science and social studies and health concepts. They, too difficulty in writing clear, precise and sequential pieces mechanics of writing are difficult for them.

14. Analytical reading.

17. They usually complain that writing is the most
eas.

18. English class where novels are being read, read
iting classes and social studies are the most difficul

19. Yes! Social studies is the hardest for many st

20. I believe each student is different. They all
fferent strengths and weaknesses.

21. Yes. Students who have difficulty with abstrac
ncepts and verbal reasoning have difficulty along with
udents in social studies or other areas where generali
e made and conclusions drawn.

22. Probably, but I haven't had the discussion with
lleagues.

23. I comprehension is a problem, yes. but the lab
mprehension can vocer a multitude of [?]

24. No. Not in early elementary school.

25. Yes--I only teach reading. Language correlates
cial class.

26. Problems are the same--it is a question of degr

27. Yes, so far as I can tell.

28. Some non-ESL students have trouble with the lan
ience as do ESL students.

29. Reading textbooks that don't provide enough vis
pport to give them an overview of the material.

30. Yes and no. Phonetics can be difficult for a 5

31. Yes, but not in all areas. For the younger stu
ere are similar but not exactly the same problems with
velopment. For the older students, cognitively demand
ntext-reduced material, such as in social studies, can
ually difficult, for both ESL and non-ESL students.

32. Yes. Supporting a topic sentence in written
mmunication. Staying on subject, both verbally and in

35. NO RESPONSE

36. Yes, sometimes. It seems that many students have difficulty with writing standard English either in response questions or in creative projects. I think many students ha trouble mastering the vocabulary in science classes or in learning the concepts in history books. Students do not see be reading as well these days now they seem to learn more ea when computers or TV screens are involved in the process.

37. NO RESPONSE

38. Yes, especially in thinking skills in social studie cause and effect, synthesis, drawing conclusions, predicting consequences.

39. Don't know.

40. Some non-ESL children seen to have difficulties wit academic language especially in math.

41. Since most of our students come from low income households, many of them do struggle with academic language. Yes, in all areas, maybe a little less so in math, since thi subject is more graphic than the others. However, when it c to solving word problems, native speakers appear to have pro as well.

42. Comprehension: reading, following directions, evalu (inquiry methodology), problem solving.

43. Yes. Often because lecture precedes demonstration, calling up background knowledge and extension activities whi make the concept more easily understood.

44. Yes. I particularly hear this when I speak to or c training at alternative schools. Some potential dropouts ar characterized as lacking "CALP" by their teachers and administrators.

45. No, because they acquire it gradually if in school kindergarten on. Kindergarten teachers spend time from the talking about "patterns," etc.

46. Yes, I think so. I think this is where many studen find themselves getting stuck. If you stay on a literal lev

. (Science, math). Other subjects are difficult,
lly social sciences as they are very American in
tion.

. Models, drawings, drama, manipulations help. So
the student to elaborate an explanation to an
herable response.

. It depends on the subject, but drawings and vario
f art media are possible ways the student can demon
dge.

. Social studies concepts can be expressed in many
such as using graphs, diagrams and maps.

. They can point to the object. Yes, some things a
if they have had some experiences.

. The easiest example is in computational skills in
d either knows how to regroup for adding or knows a
lication table, or s/he doesn't. It becomes much mo
lt to assess math concepts needed for solving word
ns, or for dealing with fractions because of the anc
S. math curriculum. (Learning fractions outside of
s not as important because of the use of the metric
rcentages.)

. Science [is easier than other subjects]. Illustr
mming. Using electrical symbols to diagram circuits
rcuits open or closed? Are they series circuits or
el circuits? Plotting latitude and longitude.

. The area we general assess our students' academic
ge is in mathematics. There is no problem with
ation, and word problems can be explained through pi
latives or use of a dictionary. We also do the abov
e when possible.

. I don't know. I'm not a bilingual teacher. Yes,
e numbers are international--the only problem would

47. In my particular school, ther
rmance in the area of academic us
ool of current or former ESL stud
ct where low frequency of academi

48. ?

49. 5th grade teachers were compl
word attack skills. Social studi

50. Yes. See [question] 4c.

51. I think so.

52. In adult literacy classes the
mic language than the non-ESL stu
nts have been failed by our educa
ved by learning "street language"
bad habits than to start from sc
nts.

53. NO RESPONSE

54. NO RESPONSE

55. Yes. Speakers of non-standar
ng class English.

56. Some grammar is incorrect if
ome. There are weaknesses in bac

57. This has not appeared to be a
nk books are generally written wi
(age, academic experience, cognit

58. NO RESPONSE

59. African American students wit
t speak standard English often ex

60. Unsure how to respond.

61. Many children (non-ESL) have
age for a variety of reasons (emo
s, etc., as well as socioeconomic
ugh ESL students may also have th

re appears to be lower
se. However, we are largely
dents. There isn't one
ic language is dominant.

aining that most students
es and science vocabulary.

e ESL students are better in
dents. The non-ESL
ation system and they have
. It is much harder to
cratch like we do with ESL

rd English, for example,

that is what is heard in
ckground and vocabulary.

an area of concern. Again,
ith a particular client in
tive age appropriate, etc.)

th a limited background that
xperience the same problems.

problems with academic
otional concerns, language
c disadvantages) but,
hese problems there is still

. Again, reading ability is a huge factor.

63. Yes. Low motivation; high speaking and unders
ow reading and writing; discipline challenges refl
esteem.

64. To the extent that there is always a lot of in
tion in aptitude for academic learning, a certain
e English speaking children will struggle as well.
, though, my colleagues have not discussed this as
tant problem.

65. Actually, ESL students get blamed for their la
ulary, spoken language and writing skills. Howeve
SL students are not much better in their vocabular
ng skills. I think content level teachers often u
nts as scapegoats.

66. I've not have these discussions with colleague

67. There is less difficulty in math language for
nk social studies and grammar class are difficult
act concepts, science has said that there are more
pts to show.

68. In graduate studies, non-ESL students do have
terminology with which they are not familiar. Onc
sophical, technological, and scientific terms are
can proceed. Clearly, the need to explain content
understood is critical to helping students transm
edge in English.

69. Yes, particularly when understanding is connec
can culture or history where they have no backgrou

70. Yes. I believe they do. In the non-exact sci
arts. Social studies and literature appreciation
cts. There are a lot of "big picture" concepts, f
le, government(s) or heroism.

71. I've never noticed my non-ESL students having
academic language.

75. Yes, academic language is not s
in a year or two. It takes time, no
mary language.

76. We are attempting to end tracki
e a very high welfare roll and many o
ESOL students.

77. Some do, yes. And the strategi
dents (for example, providing input i
os the non-ESL students).

78. Not to the same extent or for t
e found students' abilities to convey
ough discussion or essays has weaknes

79. It seems to be more related to
parental involvement in the formativ
dren than language per se. The ESL
eums, travelled around the world and
experiences have fewer language probl

80. In our school, more students ha
e them. Reading materials are too di

81. Many, yes. Unless pressed, mar
recise diction. Their grammar and ge
retty poor, too.

82. Non-ESL students have problems
aining the significance of a plot de
aining the development of a characte
torical event. Students can usually
entific events (i.e., the cell).

83. Yes. Story problems in math, t
areas. Figurative language and infe
erature and social studies.

84. Yes, but they understand all th
ot last.

85. Yes, in all areas. Cognitive o
ortant influence as background knowle
ence and social studies and math word
ficult].

86. Absolutely. Textbooks are the

something that you acquire
matter if that is your

ng in our district. We
children do less well than

es I use with my ESL
n all modalities also

the same reasons. But I
their ideas clearly
ss.

socioeconomic background
e development of the
students who have visited
been exposed to a variety
ems.

ve problems than don't
fficult.

y students tend to use
eneral writing style can

doing comparative essays,
etail, developing an essay
er, a plot line, an
do development of

echnical vocabulary in
erential comprehension in

he words, so total meaning

development is an
edge and experiences.
problems [are

problem particularly

87. Yes. Those students whose languag
e poor have difficulty in math, science,
rticular.

88. Yes, it appears that most native E
hool students have difficulty with speech
ntences, seeing cause/effect relationship
derstanding number place value.

89. To some extent--after all, they're
rum of discourse. For example, an 8th gr
e's having a hard time getting the concep
agiarism across to her social studies cla

90. Many of the problems are similar.
ceptance of our culture ways could be a f
pect less and we get less. I teach in an
me lives, the street lives of these child
oject higher academic standards.

91. Yes, particularly in vocabulary ac
cabulary. Students who have not been rea
ttle, have not acquired academic English.

92. No, the problem is more immediate

93. I don't know.

94. Yes--especially in 3rd grade when
troduced. "Predict the outcome of the st
try for_____."

95. Yes, written communication.

96. It all boils down to understanding
ansferring and/or relating those concepts
L students do not understand they will ha
ESL students.

97. Yes--especially in science, math w
mprehension--type conclusions in any area

98. Students whose parents are able to
th homework, supervision, seem more succe
e able to relate/make connections more ea
periences and skills.

99. Yes, in many cases where a so-call
spoken such as Caribbean English or Blac

e development skills
social studies in

nglish speaking middle
parts, run-on
s, summarizing, and

all learning this
ade teacher told me
t and parameters of
ss.

The TV and the
actor. In general, we
urban setting. The
ren do not generally

quisition of specific
d to or who read very

for ESL students.

a number of terms are
ory. Write a diary

main concepts,
to others. If non
ve the same problems

ord problems and
.

assist their children
ssful. The students
sily due to more

ed dialect of English
k English, the so-

100. Science.

101. Yes, especially in using specific vocabulary and more abstract descriptions.

102. Some need to learn difference between high school and college thinking and expression. Some need to learn to think f themselves. Some need to learn to back opinions with facts.

103. NO RESPONSE

104. This seems to vary from student to student. The more figed a student is or the keener the interest the student has i the material the less they need graphic organizers and manipulatives. They are actually turned off by the use of manipulatives being used when the concept is already well in hand. On the other hand many non-ESL students do seem to have similar problems.

105. NO RESPONSE

106. Some LD or ADHD students might have the same problems understanding content-based terms and concepts.

107. Yes, non-ESL students also have problems understandi academic language. It's so different from the language they us with their family and friends that it's almost like a foreign language to them. The vocabulary gives them trouble.

108. There can be key word that they don't have. End of year testing indicated this because they couldn't have questio answered. We didn't test science so I noticed it more in language arts.

109. The formal language of classic literature includes mu vocabulary which the students have not been exposed to.

110. Yes--math.

111. No, but "regular" students still experience problems with some words in social studies and language arts.

112. Yes, they may, especially if they come from homes wi little or no academic tools (i.e., reading materials, writing materials, cultural arts materials, etc.) or from homes that don't value education.

113. Low performing English speaking student have similar problems in English, math, science, and social studies,

on to college there is too much information not neces
ded for a successful adult life. In all areas.

15. Yes, we are seeing an entire generation of poor
s!

16. Yes. They have more problems in social studies a
ge arts then they do with science or math. Science a
re more absolute so they can attach words to real thi
LA vocabulary are more abstract.

17. I'm not sure. Writing sentences is hard for othe
ade as well.

18. Yes, non-ESL students do have problems with conte
because they do not study.

19. Non-ESL students seem to have similar problems wi
ic language, particularly if they have not been taugh
level thinking skills and if they have not been held
table for retention of material taught.

20. Yes, most especially science, social studies.

21. Yes: social studies particularly; science; litera
word problems.

22. Sentence structure, spelling, verb usage, slang u
on content on composition.

23. Yes. I've tutored students and I as the tutor wa
sure of what to do in elementary and middle school a
chool. If I don't understand, I would assume student
also have problems.

24. Study skills.

25. NO RESPONSE

26. I think some people use it better than others.

27. Yes, in all areas.

28. NO RESPONSE

30. I think people have problems with a particular ki
er of language when they have not experienced it. Wh

ding passages, making inferences and taking notes.

133. no response

134. Note-taking skills, writing composition such as
ative writing or expository writing.

135. Yes, in all.

136. Yes, in all areas. (I work in an inner-city sch
.

138. Cannot think of one right now. Sorry.

141. Absolutely. Many non-ESL students have more pro
ause of the perception of language rules as contrary an
ing. Grammar has been and will continue to be one of t
gest challenges for any student to acquire ? effectivel

142. no response

143. Yes, yes, yes! They do not usually know the
ventions, they often write slang, for example. They of
en't yet grasped the Western convention of compare/cont
writing introductory paragraphs, of keeping paragraphs
ic.

144. Yes, in the area of math.

145. no response

146. Oh sure. With writing in particular. Academic
very structured, and I myself didn't have formal instru
how to write an essay or how to write a research paper.
n't until I got a D on a college mid-term, that one of
fessors finally explained to me the proper way to organ
ay.

147. N/A for me.

148. Not sure, I have not taught non-ESL students for
rs.

149. I'm not sure about all areas, but I have heard m
ject teachers complain that students do not write

1. This begins with the distinction between colloquial and ɔrmal language (gonna/going to), importance of selecting ffective vocabulary words (enthusiastic vs. nice, tall and lanky s. big), sticking to a verb tense they fell confident using and se correctly as opposed to trying to impress by using the ɔnditional or subjunctive incorrectly.

2. Yes. Need a knowledge of "higher" level vocabulary. For xample, the vocabulary of The Reader's Digest, which can be read y most high school graduates, is unknown to them. Also etaphoric expressions. Also, there are specific styles of riting used in the various academic fields.

3. NO RESPONSE

4. We do discuss social terms which are not for the lassroom such as "shut up". But inside and outside the lassroom we work on proper language, posture, eye contact and uman interaction with all students.

5. More formal writing and speaking. Use of full sentences.

6. NO RESPONSE

7. No, I have not explained this to them and I need to do t.

8. NO RESPONSE

9. We don't spend time talking about rules. Corrections of his sort are noted in their writing (changing a sentence to be ore specific; circling "um" and explaining that what the student eally means is "them".) It's more important to enjoy the riting or not be intimidated in speaking, whatever the language ay be. Refining their language comes with the advanced ntermediate or advanced student.

10. See answer to question 1.

11. I try to teach them the vocabulary they will encounter n the curriculum.

12. Slang and street language and expressions are not cceptable in an academic situation.

13. I tell them they must be able to explain what a word eans and be able to use it in a formal sentence, excluding slang

14. We classify this as formal (classroom, academic
anguage as compared to casual (social) language. We wi
resent and discuss both styles where warranted.

15. I don't specify the 2 types. Generally, I insi
ry their best to succeed in all areas. I encourage the
very organized and ask as many questions as possible. I
till do not understand, they need to tell me and togeth
etermine the lessons.

16. We discuss many types of language, ie., playgro
anguage, home language, classroom/study language, TV la

17. NO RESPONSE

18. No, they know that. My high school ESL student
aking As and Bs in their classes because they can read
emorize words, but they can't speak. My younger studen
t all together and do amazingly well in their classes.
lways surprises me.

19. NO RESPONSE

20. They need to use correct English language compl
entences. They need to be more specific in answering q
n informal speech they can say, "I like it." In academ
hey need to say, "I like it because...."

21. I don't usually label it as such--I just try to
his language more intelligible to my students.

22. No. But they realize they cannot understand the
rade texts, but they understand my easy books.

23. No became a yes because classroom language is c
ariety of social languages.

24. I try, but it really is difficult to explain to
hildren.

25. I teach registers of language. Everyone needs
ow to switch registers.

26. Yes.

27. No, but it sounds like a good idea.

28. NO RESPONSE

30. Yes--they need to learn English so they can read
ite (Big tests is Texas by 4th grade.)

31. I explain that it is not enough to be able to di
e weather, their health, and their likes and dislikes t
cceed in school. They are asked to understand that the
asked to learn, remember and discuss the kinds of thin
eir peers in the mainstream classes are asked to do. I
em (if they are old enough) to remember the kinds of
bjects/topics that they were responsible to learn in th
fore coming to this country. I also try to make them aw
e demands of the workplace in this country, and that a
quirement is to obtain a H.S. diploma.

32. Yes. Explaining that the types of activities: s
bs, research, reporting that are engaged in the shelter
glish classes are they types of activities that student
rticipate in mainstream classes. Discussing that what
arned in sheltered classes is being addressed in mainst
asses also. That there is a relationship between shelt
rricula and mainstream curricula.

33. No.. I don't explain it in that way. I actually
re time with developing good study skills which will le
eir learning academic language.

34. Yes. In my class they can't say things like "sh
's better to say "be quiet". Maybe with their friends
uld say that but in the class it's not polite.

35. NO RESPONSE

36. See question 1. I also focus on communication s
proper responses to questions, on nuances of meaning,
nguage, on correct word usage, and on polite requests.
rry too much about pronunciation skills if the students
le to communicate what they are trying to say in a
mprehensible manner. I work hard to give them confiden
eaking and I don't think constant correction of an acce
ing to increase their self confidence. However, I don'
em use inappropriate or slang words (no "aint", for exa
d if they clearly miss the boat in an answer, I'll focu
ason why.

37. NO RESPONSE

38. Yes. This is as a home tutor. I have learned f
this "behind the scenes" work in the past 10 years abo

fully capable and grade them in competition with MS students, so often their level of success drops from high in ESL classes to bottom of the class. Very depressing, even after 4 years. I try to train Japanese, for example to use specifics, not be vague, speak louder.

39. Yes. Levels of formality introduced early, eg, "May I please____". When inappropriate language used, restate student's words into appropriate phrases with time ask student to repeat. Classroom charts with heavy illustration for requests/responses (eg, "Please repeat that", "I don't understand", "I don't know", "I'm not ready/finished") same charts work well for native English speaking students.

40. We develop vocabulary lists for each content area so they can speak the "language of the subject".

41. Yes. I can't recall specific examples, but I have introduced more specific terms when general ones were being used (for example: "ocean" instead of "water") and I often correct grammar.

42. Yes. "School language"--words to help you be successful: ask, help, assist, spell, rewrite, redo, library, read, summary, show, tell.

43. No. However, I do make use of "frames" which use the type of language structure associated with particular disciplines. I also use acetate [?] over text to have students search out specific constructions in a given text.

44. I have. I do not always. This depends on the group. Sometimes I have students who model my style without having to approach this. I have taught standard English to Black dialect speakers in Chicago. Some students were very militant about the idea of becoming bidialectal. Sometimes explaining has not helped. Showing a film called "American Tongue" can help.

45. Yes. A good bit of attention is given to language. Ok among kids but inappropriate with adults or authorities--slang, for example. "It sucks" causes no flinches on the playground but certainly would draw a negative reaction on paper.

46. Because I work mostly with beginning level elementary school children, I don't give too much explicit explanation of that sort. I do use and explain graphic organizers, which I think are very helpful in teaching the types of thinking skills we require to be successful in our classrooms.

47. NO RESPONSE

49. Yes. I use the term "school English" or "good E
for grammar and try to help them express themselves by st
their vocabularies.

50. NO RESPONSE

51. Yes, one should.

52. Yes. When I teach a writing skills class to GED
students, I work very hard on this. I have them pretend
they ar talking to strangers when they are trying to expl
something. Otherwise, they make assumptions or write as
were writing a telephone conversation with a lot of missi
information. If they are explaining something to a stran
they realize that they must provide more accurate and des
information.

53. NO RESPONSE

54. NO RESPONSE

55. Yes. The students and I discuss the purpose of l
and language as a power tool.

56. Yes. There is appropriate language on the playgr
to friends which is inappropriate in school and to adults

57. No. Again, my teaching situation is quite differ
answer would be different if I worked in a whole group si
My lessons are strictly designed around reading and writi
materials with my particular students in mind. Our purpo
writing is to put down on paper a child's story/words/tho

58. NO RESPONSE

59. No.

60. No.

61. Yes. Students are well aware of academic langua
They are also well aware of the differences between spoke
written language (example: gonna/going to). We use strat
based instruction in my school and the language used in t
classroom is also used in ESOL and clarified, "tested" by
students. Social language is usually only explicitly tau
beginners.

write well to be successful in school and in the
I tell them, "This is not easy! Now, your job is
student. You CAN do it. This is not a day at th
but you can do it one step at a time!"

64. No.

65. Yes. In class we go over the different w
conventions, such as comparison/contrast, descrip
classification, cause and effect, and writing out

66. No. I don't think I explain it per se.
to them that many have operated quite successfull
level--very important at high school, but that so
great deal of difficulty with the academic langua
an example in reverse of a Japanese student who i
successful in his academic work but not so great
level. He realizes this and wants to make friend
activities. Many of my ESL kids are not making f
school has little diversity and they're so "diffe

67. Yes. In order to do well on MSPAP (MD s
Completing college essay questions (applications)
especially!

68. Students whose first language is not Eng
up "street English" thinking it is correct. With
learn to use the correct register in the classroo

69. Yes. More technical, more formal.

70. Yes. The use of connectors in academic
very important. Unity is another area tied into
probable key to the academic language kids need
organization style matched to the purpose of the
expand, compare, instruct, contrast, analyze, sur

71. NO RESPONSE

72. Yes. Probably I should, but I don't be
necessary when they are beginning to learn a new

73. Yes. I have explained to them that a su

academ language per se.

75. Yes. In order to communicate effectively to others t don't know you, it is necessary to talk correctly, precisely a confidently. When you speak socially you can improvise, delet words and speak more freely.

76. Yes. Vocabulary taught for specific content; the difference between oral and written language is made clear; audience communicated with is given as a factor in language us purpose for communication is determined.

77. NO RESPONSE

78. Yes. Only if they are troubled by their progress and down on themselves. Then I will explain this using textbook examples or share when it has been difficult for me. I make s they understand it is not an indication of intellectual abilit

79. Yes. Before beginning new content we look at the ter students will need to be able to use, how to use those terms a we practice them.

80. Yes. I explain to my students that the way we read English written in books or write is different than the way people speak. I ask them if they've ever heard people say.....when I'm teaching a particular grammatical structure (she don't, instead of, No she doesn't, etc.)

81. Yes. I emphasize standard academic English, right out Strunk and White. Verbs need to be conjugated. Adjectives an adverbs are different, and so on.

82. Yes. I often give them formula expressions with the target vocabulary to use in a particular academic area. Exampl __Name__ is a significant character in the story because he/sh __plot info.__.

83. Sometimes. I tend to do this in the context of the lesson. I might compare the literature I'm using to material they're using in class. We discuss what is difficult for them the mainstream classroom and what they can do to help themselv

84. No. but perhaps I will now that you've mentioned it. explain that in order to provide a better future for themselve success in school is important.

85. No. At his level (3rd grade), I don't compare or

87. NO RESPONSE

88. No. My students are new immig
difference between colloquial lang
times, I deal with taboo English th
eet or on cable TV. We do review p
o from adults, words that show resp
iteness/courtesy to others, etc.

89. Yes. Lately I've been doing a
n my more advanced students. ("It'
tell your teacher 'I don't like hom
mework sucks'"). What I find inter
ool boys say "I can't say that--I'd

90. On a very limited basis. My
uggling to use English and their ow
ectively. Many of my students are
not read or write in even their nat
desperate to survive in any basic

91. No. I explain that in order t
d--and then I tell them what that m
ding everyday; studying for tests;
ks to raise their hands and guessin
e.

92. Yes. We go over specific voc
cific for certain subjects. Passiv

93. Yes. I do. But I have obser
re non-standard English use was not
grade science class in which stude
teacher. Teacher spoke standard E
rections nor obvious modeling.

94. Yes. We do lots of activities
iliar with this type of language.

95. NO RESPONSE

96. Yes. I read a content book an
o statements lifted from the book.
the same statement to a friend; ma
ormal language (some language use b
do not use contractions in written

rants who don't really see
uage and formal language.
at they might hear in the
roper ways of asking for
ect, acceptable

lot of work on register
s really more appropriate
ework' rather than,
esting is that the middle
sound like a retard."

students are young and
n language even semi-
from homes where parents
ive language. My students
language.

o succeed they must work
eans: doing homework;
trying in school--taking
g when they don't know for

abulary and syntax that is
e voice for math: divided

ved monolingual classes
addressed at all, ie., a
nt gave oral responses to
nglish and made no

that help them become

d we break down concepts
I ask them how they would
ke note of formal and
oth forms). Give example:
reports, etc.

ring vocabulary to examples. Furth
rporate academic language into my a
are/contrast, make a conclusion, gi

98. Yes. Using "Habits of Mind" (C
ence? What's the premise? What if..

99. Yes. I often did role playing
would be given a scenario and they
ous conversations or carry out cert
demonstrate the differences betwe
g. It was interesting to note that
se of a lesson, my students would b
e their disapproval at my use of la
day.

100. Yes. Students do journal writ
dit and eventually publish.

101. NO RESPONSE

102. This comes up during the work
academic if they from an English sp
or Pakistan. Theirs is not worse
erences. While in the USA need to

103. NO RESPONSE

104. Yes. Though some texts have n
ive voice, I teach that in passive
ing about did not do the action but
I also have them memorize the 8 fo
ach the 3 principal parts of the ve
and 3rd form. Passive voice is "

105. NO RESPONSE

106. No.

107. NO RESPONSE

108. No.

109. Yes.

110. Yes. "List the important fact
ast." "Give the significance of...
s of the academic setting."

ssignment--ex.
ve references, etc.

ES). What is your
.. Abstract.

with my students where
would have to carry on
ain roles. They would
een "proper" English and
if I used slang in the
become uncomfortable and
nguage that they used

ing, then are encouraged

--also that it needs to be
peaking country such as
, but there are
write like USA professors

emoved the heavy use of
voice the thing you are
the action happened to
rms of the verb "to be."
rb as the 1st form, 2nd
be" + 3rd form.

ors." "Compare and
" "Terms of the class"

0

lving, cultural adaptations.

112. Yes. Only as necessary--I t
eryday lesson as much as possible.

113. No. But I realize after thi
ould.

114. Yes. We take the vocabulary
em before reading the information i

115. No.

116. No. I try to teach about re
cabulary as well as academic langua

117. No. Languages only when I s
ment").

118. Yes. My instruction is base
rking closely with content area tea
nguage.

119. No.

120. No. When it becomes part of

121. Yes. Certain vocabulary in
cience=weight, height, etc." Parti
nres: Modals (should, ought to, cou

122. No.

123. Yes. Following directions o
aw a line under.

124. I do not explain it. My ex
vious.

125. NO RESPONSE

126. no

127. yes

128. NO RESPONSE

130. no response

131. I talk about pragmatics (?)
nsitivity.

ry to assimilate it into the

nking about this that I

and expressions and discuss
n the text or other book.

al-life situations and
ge.

ee a need (a "teachable

d on whole language and also
chers, I teach academic

my lessons.

specific content:
cular forms in specific
ld).

n a test, circle, underline,

pectations make that

, appropriateness, and

need to distinguish between formal and i
use slang too much.

133. no response

134. Yes. There are terms that are
language that are not used during conver
complete and more detailed in content.
visual aspect that is present during soc

135. Yes. Appropriate ways of addr
language used in class discussions or pr

136. No.

138. No.

141. Yes. To an extent. Students
(ability) to turn "general language" on
everything to do with their willingness.
simulation to teach students ? practicin
language and ? language is key.

142. no response

143. Yes! Well--actually I focus o
than their speech: slang, tenses, comple

144. no response

145. Yes. It is ok to say don't or
use contractions in written material.

146. No.

147. Yes. I try to stress the diff
vs. classroom language. I point out tha
language used is like a fly flitting abo
whereas in the classroom we stay with on
with ideas (not personalities) and the l
them. I point out on the affective side
to the classroom with an attitude and mo
they need to build vocabulary, vocabular

148. No. The students learn mostly
used by the teachers and other English s
academic content is learned via textbook
stories. Most dialogues learned reflect

149. Yes. Absolutely! Many studen
not pass out of ESL in 1 or 2 years. I

nformal speech; cannot

used in academic
sation. Sentence must be
We can't rely on the
ial situations.

essing the instructor,
esentations.

already have a sense
and off. Content has
So using context
g/adding academic

n their writing rather
te sentences.

can't, but try not to

erence between playground
t on the yard the
ut from topic to topic
e topic, we are concerned
anguage that goes with
that they need to come
tivation to learn and
y, vocabulary!

from spoken language as
peaking students. The
s and the reading of
social language.

ts are upset when they do
explain to them, and

3. I was hoping to help you out, yet I am not currently aching in a K-12 situation. So, sorry. However, I am terested in obtaining a copy of your results. Your questions e very appropriate and I look forward to hearing from you.

4. Our school is Waldorf-based. It becomes very academic t it begins in a developmentally appropriate manner.

6. I am currently a consultant with an education service nter, beginning my third year. I work with teachers and ministrators in their Chapter 1 Regular and Migrant programs d ESL/Bilingual programs.

8. I find that allowing, encouraging and allowing students work cooperatively on tasks strengthens all language areas cluding academic language.

15. I work with many students at various levels of English. e demands are very high and our time together is therefore very tense and involved. I would like to see more hours available work with them. As our enrollment increases, so do the mands and needs. My students are from Mexico, Korea, South etnam, North Vietnam, Thailand, Venezuela, China, and Cambodia.

18. Most of my students enter the country not knowing a word English. I do not see the students as much as I should cause the school district doesn't want to hire me full time inancial reasons). I work with teachers, tutors, aides, lunteers to give the students as much English instruction as ssible. By the end of the year they can speak, read, and write d usually do not need ESL the following year. I feel a regular assroom teacher who has an ESL student could answer these estions better.

19. I have been experimenting with the CALLA method and it s been very helpful. Many regular educators have commented at it would be equally relevant for their non-ESOL students.

22. I've just started teaching middle school ESL. My perience runs especially with 1st and 2nd grades. My current h graders are intermediates--both high and low. They need to derstand their texts.

23. You're assessing something you have not defined, eg., estion 1. Do native English speaking monolinguals who do not cceed in the classroom lack academic language?

27. Whom did you survey? Who responded?

ontent area classes.

34. Most of my students come from single, welfare mothers. any parents are illiterate themselves. So my students are eficient in their 1st language. To me, this makes teaching nglish a little more difficult, but the plus is that young hildren with exposure to different concepts and if lessons are resented as enjoyable they will learn English.

35. I am not teaching ESL in elementary school but I do nderstand the difficulties of ESL students because I was once an SL student in college. My comments are limited to bilingual ill-out programs. I believe that language is a learning process nd every student does not learn the same way. There is no pecific way to teach or learn language. I talk to my students a reat deal and use their background to their advantage. I do not each but help them to bring out their best and work on what they ave rather than what I have.

36. I taught adults before I began teaching in the public chools in 1986 and there's a big difference in the kinds of cademic language in the 2 settings. Unless the adults were lanning to go on to college (which most weren't) there wasn't uch point in teaching them literacy terms, test responses, etc. hey needed the more practical, job-oriented or home-oriented ypes of language for practical everyday life. Although many of y students may not go on to college, I think it's important that hey learn the academic language they need to succeed if they do c to college, but which will serve to make them more well- ounded and enable them to be lifelong learners, even if they on't go to college.

37. I do not feel these questions apply to my program. I each ESL using whole language--reading nursery rhymes, singing, oetry, Scholastic News stories, writing (experience stories on hart paper), a basal text, and any other topics my students can elate to. Your questions could best be answered by a bilingual eacher. I really did not understand what you were looking for.

45. I want publications to help me--my wracked brain is eary of developing my own materials.

49. Many ESL textbooks do not use academic vocabulary. eadings deal with social settings not school content.

51. That's a very interesting [?] and very tough one.

54. This will be the first year in which my school will have SL children in grades 1-6. Knowing this, I felt it important

teachers, and I would love to be part of the ESL program in the years to come.

56. I'm not sure my answers are helpful. They are based on my present experience with one ESL student who is from a Hispanic family from the city. I only see him for 3 1/2 hours a week.

58. We have a great deal of difficulty helping our students. Problems include: lack of education in their land of origin; most parents speak no English; nine languages in '93-'94 school year; teacher speaks none of language other than English; spend majority of time in regular classrooms of 25-30 students.

62. The term academic language is used in an all inclusive way that obscures specific components. I view reading skills as the most crucial component at the elementary level. Students arriving with weak literacy skills, especially in the upper elementary grades, will probably never catch up to the increasing literacy demands in English as they progress to upper grades. Basic, crucial, reading/writing help at their level, if available at all, is inadequate. Schools have simply not taken responsibility for these students. Business as usual is not going to do it. ESOL pull out programs are not going to do it. Radical models for delivering educational services are needed.

67. I never spend enough time identifying weakness in academic language. I try to use similar objective words and warm-up questions to help increase their comfort zone, while slowly introducing higher level skills/questions throughout the year. Visual hands-on projects help vocabulary development, I know, but here needs to be more resources available by content area for teacher use. A teacher hands checklist of questions/ ideas on improving use of academic language would be helpful. My lack of knowledge may be an example of content teachers' need for information.

68. I enjoyed the conference and will present what I heard and learned to my students.

69. These and most surveys like this seem silly to experienced teachers. The questions are not thought provoking. They are similar to the ones that, in a medical survey, would lead to the statement, "cigarettes cause cancer." There is a need for research and topic that the experienced classroom teachers say they need.

76. I believe the students at risk are not always ESOL children but those who need additional help in organizing information and in clearly defining goals in learning or

77. In working with preschool special educators, I look at the cognitively demanding language activities young ESL children are involved in, and point out to teachers that some of these activities are 2 and 3 times more difficult for the ESL child that for the monolingual English speakers. We begin to use academic language with children as young as 3 years old!

80. When children with a L1 other than English enter our school (K-5) they are given the Maculitis Test, which determines placement in the bilingual program. I've often thought that many other children who speak non-standard dialect would be eligible if tested, although we don't test them. Many bilingual children seen to be able to negotiate fairly well in English and yet test under the cut off. I'll often ask them on questions they missed if they knew the answer in either language. They often don't. It seems that these are the students that tend to have the most academic difficulties.

82. Assessing content language except through personally developed teacher tools is non-existent (as far as I know). In addition, guidelines are non-existent. Assistance to students developing academic language has taken on for me a plan--it goes something like this: words-pictures; phrases-pictures; matching timeline activities; modified testing taking regular tests and adjusting vocabulary, shortening test, using word banks.

83. The difficulties of using and understanding academic language is one of the main reasons that many of my returning students are still in ESL. They are fluent conversationally but still need support and attention to fully benefit from classroom instruction.

90. I also teach ESL adults from many different countries. Many of the same techniques apply to them. I try to make classes fun and relevant. Adults especially, are pressed for time and if they make the effort to come to class, I want them to feel it was worth the trip. I write with them (books of their own). We play vocabulary games.

91. Assessment by ESL educators and assessment by mainstream teachers seem to be 2 different animals. Secondary mainstream educators, in particular are concerned with objective criteria to determine grades. Primary educators are better informed about the developmental aspects of learning but they too have a notion of grade level performance expectations. They are more willing to grade students for learning reate and effort (at a below grade level standard than secondary educators. Portfolio assessment is a buzzword in New York state--we're still a long way from really

93. Have observed teachers conducting so-called ESL l
with little or no reading or writing. This will not help
promote academic language development.

105. I do not fell qualified to answer these question
I have not yet worked with ESL students. Perhaps at a lat
I could participate more accurately in your survey.

130. I am afraid I cannot be of much help in the surv
have been out of the classroom for two years and my experi
with ESL students is very short, just three years in eleme
school.

145. The major part of my ESL teaching experience has
in the lower level ESL classes where life skills and basic
communication are emphasized. I did teach a VESL (vocatio
ESL) class for a short time. Technical vocabulary was the
challenge for these students since they used the same text
native English speakers used.

Question 1.

150. Directional cues, such as top of the page, bottom of the page, corner. Comparisons: smaller, bigger, greater than/ less than, same/ different.

151. One important lesson to beginning level students in a high school setting is teaching classroom words or phrases "turn to page...," "number from 1-10," etc. Also, we discuss how to talk to another teacher when they have problems, ex., "I'm sorry but I didn't understand the homework."

152. In my composition course, students learn types of essays--descriptive, narration, process analysis, summary--response, argumentative, classification. These are examples of academic language.

153. Language regarding speaking skills--verbal communication, eg., diction, debate, persuasion. Language regarding study skills, types of tests.

154. My focus was conversational English rather than academic English. Many grammar points were covered but in the context of useable spoken English rathen than academics.

155. We have been talking about the welfare reform debate and have been using the newspaper a lot. They have a hard time understanding the academic language of the newspaper. After reading it aloud, they always say to me, "Will you say that in English"--they mean their street English.

156. I believe ESL students need to first learn the surviva language and then academic language. An example of academic language sould include reading and writing comprehension. The key is understanding, not proficiency. It must be authentic and meaningful language, not just academic!

157. Concepts often covered in US history include "Isolationism" vs. "Imperialism". If these are not taught in context, the student might not understand that they are international relations policies. These words have meanings on their own, that might not be readily associated as policies. Another item/concept taught was "propoganda". This was easier t illustrate, especially because it is a cognate. Clues to help transfer knowledge were available.

158. Gr. 3--water cycle, evaporation, reservoir, precipitation; Gr. 6--neolithic, storage, Cromagnon; Gr. 8--climate, weather, precipitation, prevailing winds, latitude, longitude. In addition to vocabulary and the concepts which go

149. "Shakespeare was baptized in Holy Trinity Church, Stratford-upon-Avon, Warickshire on April 26, 1564. He is bur in the same church, where a memorial records his death on Apri 23, 1616."

Question 2.

150. This student is resourceful and draws on all that sh has using inventive spelling and code-switching to get her poi across.

151. I have a student who is very fluent for a student of his level and is also very creative. He doesn't stick to the pattern, but adds extra details and ideas that surprise me. H uses invented spelling rather than simplify his ideas.

152. Theresa uses direct questions, exact descriptive wor and lots of examples in her writing. Her organization is clea with smooth and effective transitions between ideas.

153. Uses correct grammar, varies sentence structure, attempts advanced vocabulary.

154. Now jumping to observations of ESL classrooms, I hav seen ESL students who had very good writing skills. One that sticks in my mind was using a computer to write about one of h national holidays.

155. Uses introduction, body, and conclusion; organizes h thoughts; uses academic, not street, English; pays attention t punctuation, form and structure.

156. From observations/experience a good writer is anyone who feels confident with their writing and uses their skills t make progress (correctly or not) and not just to produce something! They are ready to make mistakes and learn from the I don't categorize good or bad writers. I think of it as a strong person/writer.

157. The student that I have in mind constantly refers to his dictionary and repeats the wording aloud to himself before finalizing work. He also asks for help. He wants others to l at his work and help him correct it as needed.

158. no response

Question 3.

150. She is not self-conscious about her output concerned primarily with articulating the thought pro Spanish (L1) is being maintained at home so she is in bilingual situation.

151. I don't have many students who can speak cl English about academic topics. I do have an especial expressive student who has a high level of academic u and who communicates this with me through nods, expre limited English with Spanish code-switching.

152. She has the specific vocabulary to communic needs and get answers to her questions. She knows ho rephrase her qustions if necessary to get an answer s understands. And she is aggressive about seeking hel instructors.

153. Speaks clearly and in a correct volume, mak contact, takes time to formulate ideas before speakin

154. Again, going back to ESL classroom observat found that one student who spoke well on academic sub to think things out before he said them.

155. Makes inferences; interprets information in makes sense to her; backs up her opinions with facts; articulates, not vague and ambiguous.

156. He/she puts himself into his topic--he uses knowledge to produce and progress.

157. The student knows the vocabulary/terms to m others. They can do this in L1, which helps them wit

158. no response

159. Topic knowledge.

Question 4a.

150. yes

155. yes

156. yes

157. yes

158. yes

159. no

Question 4b.

150. Yes. Through a developmental schema/background knowledge that can give them the footing that their monolingual peers already have obtained through solid L1 development.

151. Yes, because sometimes their BICS are developed enough that they feel they speak English, but in reality their English isn't fully developed. Some programs nay exit these students to soon. A common phenomenon is described below (question 4c).

152. no response

153. Sometimes students' practical knowledge of language is more extensive than their academic language. However, often students are more inhibited in a classroom situation and appear less understandable in the class.

154. Yes. That would be part of it. After all, academic language is the language of school and the classroom. Not only ESL students, but also African Americans sometimes have a proble with this.

155. Yes. They speak an entirely different language than textbooks, newspapers, articles, etc. They have not been expose to academic langauge much.

156. No, I think that in many situations ESL students do nc need better academic language skills to succeed. What they need are patient teachers!

157. Yes. This primarily because many of my students have come to my classroom witout the necessary first language instruction of academic subjects. The students are then asked t learn new content as well as new language. This is a great taks to accomplish in a short period of time, especially if the

students are at the high school level.

158. Sometimes students come to our classrooms without the academic background they need to be successful, regardless of their experience with English. That can be a big problem, separate from academic language skills. However, lack of academic language can also be a big problem, which is why we do content-area ESL.

159. no response

Question 4c.

150. With the formalism and with the discrete points--such as comparison...and fine vocabulary richness that make the difference in concept development during class, be it formal lecture or group work.

151. I have had several (many) students who are either illiterate or have low academic skills/language in their own language. These students have an almost impossible time developing academic English. This confirms my understanding of the "dual iceburg" type theories of transference between L1 & L2.

152. no response

153. Students' lack of vocabulary prevents them from knowing parts of speech and thus they are unable to vary sentence structure and develop extensive paragraphs.

154. No specific ESL examples in my experience.

155. Vocabulary.

156. One particular difficulty I had as an ESL student was when I did not understand the directions that I was to follow in norder to successfully complete an assignment. If I had been given more thorough directions or perhaps been allowed to speak my native language to ask and receive clear directions I would not only have successfully completed my work but also felt proud!

157. In mathematics, where more contextualized clues exist, the academic language appears to transfer more readily. In myu history and social studies classes, the students have more difficulty when new vocabulary or concepts are introduced in isolation without contextual clues. One example comes to mind: when I introduced how a bill becomes a law, some of my students wanted to know how a "cuenta" or promise to pay could become law. They did not realize that the word bill, in English, had more than one meaning.

158. Many of our students, particularly in the upper grades,

have difficulty. For example, one eighth grader--very capable--is in honors math. She finds it incredibly difficult to follow lectures explaining new concepts, and has equal difficulty with science, which is delivered as a lecture. Such students would do well with hands-on, graphics and pre-teaching of vocabulary.

159. Background knowledge. Unfamiliarity with content topics.

Question 5.

150. Ask through an interpreter some basic conceptual questions such as spatial, math, counting money, adding on, weather, elaboration on a concept introduced. With more advanced students this can be expressed in English.

151. I would ask her to have her students write a journal about their experiences in education in their country and have them describe what they learned. I would also suggest she take charts or graphs and ask the students to explain them. Comparisons between characters in readings would be a good thing to try as well.

152. Perhaps a checklist of academic terms, to be used in an individual interview with the student.

153. Assign writing sample on a particular academic theme; assing a reading selection and check reading comprehension orally by questioning student.

154. Tell them to try to locate documented source materials. If none exist or cannot be located then I might....[sentence not completed by respondent].

155. Good question. To my knowledge there are no tests. We use SABE standardized test to figure out their grade level (although the test is in Spanish), and math problems from different grade levels, but this isn't very effective.

156. Performance-based assessment--oral and writing/reading comprehension. As little "testing" (paper and pencil) as possible. Look at the meaningful contents not just the correctiveness side of it. Take time out to explain and teach!

157. I would suggest that the teacher informally make observations and note when students are making mistakes. Next, the teacher could develop tests for the student that would

measure performance in the noted deficit areas. This would hlep to assess if there is indeed a problem and under what circumstances.

158. Give an individualized practical test, based on performance, using normal academic language but prepared to simplify or re-explain to determine if problems are conceptual or linguistic.

159. Oral interview; read and discuss material; write summary.

Question 6.

150. More concrete subjects such as basic science and math with manipulatives.

151. You can show something pictoral and see if they get a look of understanding or nod. Many students are excited about telling you what they already studied in their countries. Also, math is easy to use because its easy to do without much English.

152. Good question. I'm not sure. It should be easier to assess it for math and science, since terms are more universal and mostly Latin- or Greek-derived.

153. Assessing academic content is easie in subjects like math where charts and diagrams can be used, numerical symbols are also easier to understand. Using pictures and oral explanation as much as possible also can be helpful.

154. If you could gather some information from his actions in his native language to activities related to the content this might give you a tiny glimmer of his knowledge. Math and some science skills would be easier than other areas.

155. Yes. Math is easy to evaluate because each grade level must master certain concepts. Social studies, science, writing, etc. are much more difficult and the standardized tests we have only give you a vague idea of their level.

156. Academic content could be assessed in their native language. If this is impossible, have students try to communicate with you, perhaps through another student who speaks both English and the L2's language. Math might be easier than language arts, but there are still cultural biases there!

157. It may be that math and science is the best place to start with assessing academic language because of the natuer of the content. I have found that utilizing non-verbal activities can help some of my students show what they know, i.e., making posters during a propaganda unit.

158. Math operations, without word problems, are more accessible. Also, any subject where concepts can be explained using pictures or hands-on, such as science experiments, geography.

159. Math related subjects are easier. Students can deal with a number problem. Other topics can be assessed through pictures, native language and with help of a translator.

Question 7.

150. Some do, but these monolingual students who do may well have indentified or yet to be identified conceptual problems. Second language students if their L1 continues do not have the same conceptual problems if bilingualism were not in the picture.

151. People often complain that "students these days" are worse than they used to be, but I'm not really sure if non-ESL teachers have specific trouble with academic language.

152. Do not know.

153. Although some students may have a little difficulty this is usually due to their lack of education at lower levels. Most students I work with don't have difficulty with academic language.

154. Some non-ESL students experience language problems. The African Americans who speak Black English have problems adapting to middle-class white academic standards and language. The same could be said for smaller cultural groupos with a distinct language such as Native Americans, Creole in Louisiana, etc.

155. Yes, my English speaking students have a lot of difficulty with academic language because it's not a language they are familiar with.

156. Non-ESL students may have problems, but since they have academically and socially been reaised in English they are not faced with the frustration of not being able to communicate! Different learning needs and difficulties are everywhere but an individual whose first language is English will never experience what a non-English speaking student does unless they are put in the situation (ex., American in all Spanish school in Spain.

157. Some students have difficulties in learning academic language because of memory retention problems and auditory or visual processing problems. These students can be noted in any subject area.

158. Any student who comes to school with limited

experiences and from a home where books are not part of the home environment could have difficulties with academic language.

159. Language related, social studies.

Question 8.

150. Yes. Depending on the level and maturity of the student. Most important I make sure the pragmatic use is evident and the transferability/generalizability occurs throughout the year.

151. Yes. From the first day I emphasize: "This is the classroom" and "that is the street" (pointing). We discuss appropriate behavior and use of language register. Usually I used modeling of the different types of language and tell where they are appropriate.

152. Yes. This is a discussion in my oral communications class where we not only describe the appropriate language but role-play how to act in the classroom.

153. No. I try not to differentiate between these two types of language.

154. I do not have a classroom, so this is a difficult question to answer. The statement is true but the explanation has to be done in such a way that it is not offensive to any party.

155. Yes. I tell them that speaking language is much more informal than formal written language.

156. No. Academic language is very important--in the real world and within the workforce that is the language we use but I think (from observation and own personal experience) that social language must come first. Once a person can speak socially and make himself heard and understood he is more willing to want to learn the academic language. We can't force it. The want and desire has to be alive!

157. Yes. My colleagues in math have an easier time getting their students to see the relevancy of math in everyday use. I, on the other hand, have more difficulty explaining the relevance of history in everyday life. There are some fairly basic concepts that social scientists can internalize and see relevance, i.e., democracy, civil rights, concept of unions, labor laws, etc. These are terms that do exist in social settings.

158. No.

159. Yes. Examples of what, the language or examples of

what I say to them?

Comments

155. We are really in desperate need of assessment to measure academic skills of non-English and English speaking ESL students.

157. I found that I had to do quite a bit of remediating with my ESL students because their L1 literacy skills were low. This made it more difficult to get my students motivated to learn the academic language when they were struggling in their L1 skills.

APPENDIX D

ERIC DIGEST (*PRACTICAL IDEAS ON ALTERNATIVE ASSESSMENT*, BY JO-ELLEN TANNENBAUM)

ERIC CLEARINGHOUSE ON LANGUAGES AND LINGUISTICS
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Practical Ideas on Alternative Assessment for ESL Students

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Many educators have come to recognize that alternative assessments are an important means of gaining a dynamic picture of students' academic and linguistic development. Alternative assessment provides many possibilities for evaluating student progress using non-conventional strategies, on a continuing basis, and involve both the teacher and the student in making judgments about the student's progress. It is particularly useful with English as a second language students because it employs strategies that ask students to show what they can do. In contrast to traditional testing, "students are evaluated on what they integrate and produce rather than on what they are able to recall and reproduce" (Huerta-Macías, 1995, p. 9). Although there is no single definition of alternative assessment, the main goal is to "gather evidence about how students are approaching, processing, and completing real-life tasks in a particular domain" (Huerta-Macías, 1995, p. 9). Alternative assessments generally meet the following criteria:

- Focus is on documenting individual student growth over time, rather than comparing students with one another.
- Emphasis is on student strengths (what students know), rather than weaknesses (what students don't know).
- Consideration is given to the learning styles, language proficiencies, cultural and educational backgrounds, and grade levels of students.

Alternative assessment includes a variety of measures that can be adapted for different situations. This Digest provides examples of measures that are well suited for assessing ESL students.

Examples of Alternative Assessment Strategies

Nonverbal Strategies

Physical Demonstration. In this approach, students use nonverbal means of expressing academic concepts. Physical demonstration can include pointing and other gestures (also known as Total Physical Response, or TPR), performing hands-on tasks, miming vocabulary/concepts/events, and even acting out concepts. In a unit on Native Americans, for instance, students can respond with thumbs up, thumbs down, or other nonverbal signs to communicate whether statements read by the teacher are true or false or whether the teacher has grouped illustrations (of homes, food, environment, clothing, etc.) under the correct tribe name.

Pictorial Products. These are related to physical demonstrations in that the emphasis is on nonverbal means of expressing content knowledge. Pictorial products focus on the production and manipulation of drawings, dioramas, models, graphs, and charts. When studying Colonial America, for example, teachers can give students a map of the colonies and labels with the names of the colonies. Students can then attempt to place the labels in the appropriate locations. This activity can be used across the curriculum to label diagrams, webs, or illustrations.

To culminate a unit on butterflies, teachers can ask beginner ESL students to illustrate, rather than explain, the life cycle of butterflies. Students can point to different parts of a butterfly on their own drawing or on a diagram as an assessment of vocabulary retention. Pictorial journals can be kept during the unit to record observations of the butterflies in the classroom or to illustrate comprehension of classroom material about types of butterflies, their habitats, and their characteristics.

K-W-L Charts

Many teachers have success using K-W-L charts (what I ***know***/what I ***want*** to know/what I've ***learned***) to begin and end a unit of study, particularly in social studies and science. This strategy enables teachers to gain a deeper awareness of students' background knowledge, interests, and content material learned. K-W-L charts can be developed as a class activity or on an individual basis. For students with limited English proficiency, the chart can be completed in the first language or with illustrations. (See the example below.)

K	W	L
Lincoln was important.	Why is Lincoln famous?	Lincoln was President of the U.S.
His face is on a penny.	Was he a good president?	He was the 16th President.
He's dead now.	Why is he on a penny?	There was a war in America when Lincoln was President.
I think Lincoln was a President.	Did he have a family?	He let the slaves go free.
He was a tall person.	How did he die?	Two of his sons died.

Before a unit of study, teachers can have students fill in the **K** and **W** columns by asking them what they know about the particular unit and what they would like to know by the end of the unit. Doing so helps to keep students focused and interested during the unit of study and gives them a sense of accomplishment when they realize, following the unit (filling in the **L** column), that they have learned something, even if it does not logically follow the **K** and **W** columns.

Oral Performances or Presentations

These are forms of performance-based assessment and include individual interviews, oral reports, role plays, describing, explaining, summarizing, retelling, paraphrasing stories or text material,

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and so on. Oral assessments should be conducted on an ongoing basis in order to monitor comprehension and thinking skills, and the tasks should be meaningful to students.

A teacher who is conducting interviews in English with students in the early stages of language development might find it best to ask questions using visual cues as much as possible and allowing for a minimal amount of English in the responses. Pierce and O'Malley (1992) suggest having students choose one or two pictures they would like to talk about and leading the students by asking questions, especially ones that elicit the use of academic language (comparing, explaining, describing, analyzing, hypothesizing, etc.) and vocabulary pertinent to the topic.

Role play can be used with all grade levels, with any number of people, and across the curriculum. The teacher might transform him- or herself into a character who knows less than the students about a particular subject area. Students are motivated to help by conveying facts or information prompted by the character. This is a fun-filled way for a teacher to conduct informal assessments in any subject (Kelner, 1993).

Teachers can also ask students to use role play to express mathematical concepts. For example, a group of students can become a numerator, a denominator, a fraction line, a proper fraction, an improper fraction, and an equivalent fraction. Speaking in the first person, students can introduce themselves and their functions in relationship to one another (Kelner, 1993). Role play can also be extended to science to demonstrate concepts such as the life cycle.

In addition, role play can serve as an alternative to traditional book reports. Students can transform themselves into a character or object from a story (Kelner, 1993). For example, a student might become Christopher Columbus, one of his sailors, or a mouse on the ship, and tell the story from that character's point of view. The other students can write interview questions to pose.

Portfolios

Portfolios are used to collect samples of student work over time to track student development. Tierney, Carter, and Desai (1991) suggest that, among other things, teachers do the following: maintain anecdotal records from reviews of portfolios and from regularly scheduled portfolio conferences with students; keep checklists that index various criteria that they consider integral to the type of work being collected; and devise continua of descriptors to plot student achievement. Whatever methods teachers choose, they should work with students to help them reflect on their work to develop better academic skills.

The following types of materials can be included in a portfolio:

- Audio- and videotaped recordings of readings or oral presentations.
- Writing samples or computer printouts of dialogue journal entries, book reports, writing assignments (drafts or final copies), reading log entries, or other writing projects.
- Art work, such as pictures or drawings, and graphs and charts
- Conference or interview notes and anecdotal records.
- Evaluations/Checklists (by teacher, peer, or student).
- Tests and quizzes.

To gain multiple perspectives on students' academic development, it is important for teachers to use more than one type of portfolio assessment.

Oral and Written Products

Oral and written products encompass a wide variety of activities. Some of the products most suited to ESL students are content area thinking and learning logs, reading response logs, writing assignments (both structured and creative), writers' notebooks, dialogue journals, and audio or video cassette tapes.

Content area logs are designed to encourage the use of metacognitive strategies when students deal with expository reading material. Entries can be made on a form with the headings: What I Understood/Didn't Understand (ideas or vocabulary).

Reading response logs are used for students' written responses or reactions to a piece of literature. Typically, a teacher asks students to respond to questions–some generic, some specific to the literature–that encourage critical thinking.

Beginning ESL students often experience success when an expository *writing assignment* is controlled or structured. The teacher can guide students through a pre-writing stage, which includes discussions, brainstorming, webbing, outlining, and so on. Both the pre-writing stage, as well as the independently written product, can serve as informal assessments.

Student writing is often motivated by content-based themes. Samples from their *writing folders or notebooks* give further insight into content understandings and retention of vocabulary. Narrative stories from alternative characters' perspectives (e.g., a sailor accompanying Christopher Columbus, an Indian who met the Pilgrims, a drop of water experiencing the cycle, etc.) would be valuable inclusions in a student's content subject portfolio.

Dialogue journals provide a means of interactive, ongoing correspondence between students and teachers. Students determine the choice of topics and participate at their level of English language proficiency. Beginners can draw pictures that can be labeled by the teacher.

Audio and video cassettes can be made of student oral readings, presentations, dramatics, interviews, or conferences (with teacher or peers).

Conclusion

Alternative assessment holds great promise for ESL students. Although the challenge to modify existing methods of assessment and to develop new approaches is not an easy one, the benefits for both teachers and students are great. The ideas and models presented here are intended to be adaptable, practical, and realistic for teachers who are dedicated to creating meaningful and effective assessment experiences for ESL students.

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